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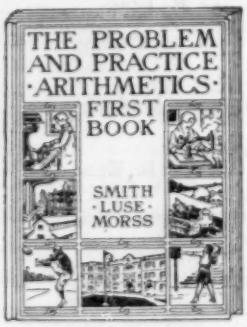

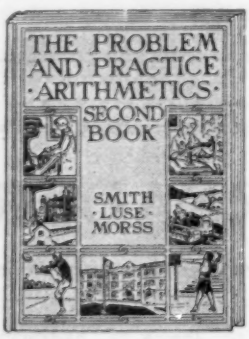

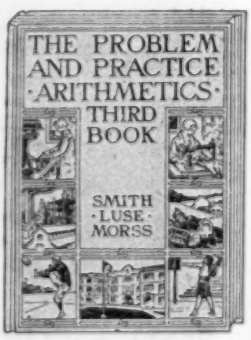

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

Editorials

To Our Readers

ARE you off for Atlantic City?

Whether you go to the great annual gathering of the Department of Superintendence, or remain at home, you will be specially interested in this issue of the Journal of Education, many copies of which will be distributed from exhibition booth H-21 at the convention.

A virtual cross section of public education in American cities is contained between these covers, in the form of reports from more than a score of superintendents on the particular achievements of their cities. Those reports will be well worth reading and preserving. No similar collection has heretofore been available.

These great yearly meetings of public school administrators are important milestones of educational progress in the United States.

Those who are not in position to attend them can vie with those who do attend in enjoyment of the reports which are to appear in later issues of this magazine.

Cosmic Ray in Education

THERE seems no longer any doubt that the Cosmic Ray comes from beyond the Milky Way.

The Cosmic Ray probably comes from a distance so great that light takes half a million years to get here.

All this is beyond human imagination, and yet Dr. Robert A. Millikan and Harvey Cameron, his associate discoverer, can think through space and time as easily as the most of us can think through a year and the space we travel in that year.

It is as stupid to try to fit a boy into a course of study as to measure a Cosmic Ray until the demonstrator gets above nine-tenths of the atmosphere.

That boy whom we domineeringly try to fit into the predicate adjective, or that girl whom we brutally try to make understand why you invert the divisor and proceed as in multiplication in the division of fractions is a Cosmic Ray which has come from no one knows how far back.

When we discover that it is against a child's nature to learn certain things in a certain way in a given time, we have no moral right to ignore his inheritance.

This actually happened in New England within two years. A very gifted mother, who is recognized as a famous leader in education, wanted her daughter to go to the high school of the city in which she had to live professionally. She said to the high school principal: "My daughter is brilliant in literature and art but can do nothing worthwhile in mathematics." She asked that her daughter be given limitless freedom in those subjects in which she will be famous, but cannot sleep nights and will be a nervous wreck if she tries to get lessons in algebra.

The principal said: "If your daughter comes to this school she will take the regulation course. We are not responsible for its effect upon her."

No one will ever know why that brilliant daughter did not fit into that course of study. Sometime we may have a Robert A. Millikan in education.

Productive Education

ACHIEVEMENT education has been entirely recast and reorganized since 1920. It has been as important a creation as Modern Education, 1870 to 1890, and as Professional Education from 1895 to 1915.

Now John B. Colpays, in his criticism of the vocational work in the Washington, D.C., schools, suggests a better designation of education for the next decade. He calls it "Productive Education."

"Achievement Education" places the emphasis upon the teaching. "Productive Education" places the emphasis upon the results with the child and the community. This is a new and vital distinction.

"Achievement Education" really meant results, but "Productive Education" makes it clearer, and may be the better designation.

The Teacher's Business

THE teaching of subjects is an art, but it is not the chief business of any teacher.

Teaching children to learn is a greater achievement than teaching a subject skilfully.

It is more important to teach children so that they will be better and do things better out of school.

It is more important for a teacher, in school and

out, to have the community education-minded, child-minded.

Education for civilization is the chief business of everyone who receives public money for service in education.

It is a civic crime for anyone who receives public money for education not to mind his business in education.

Whoever accepts public money for the business of education is at once and in every way sacredly consecrated not to put any personal interest, any social or political activities or affiliations, above or distract from giving attention to the business for which he receives public money.

The chief business of education is to help to promote the stability and efficiency of civilization.

City Planning

"CITY-MINDEDNESS in America" makes "City Planning" one of the important features of higher education, and Harvard University has rarely been as noble a leader in civic, social and financial service as in establishing a Department of City Planning with men in charge who have had experience in the planning of London, of Canadian cities, and of New York City and its environs.

Cities are to be the America of the future, and they should be planned with that in mind.

There are the fastest and best trains, the best boulevards, and best airplane routes between cities. There must be the best planned cities to be connected.

Life Versus a Living

JOHN D. ROCKEFELLER, Jr., recently said several things that have never been better said. Teachers drawing public money and having the making of America largely in their hands should read and reread these sentiments:—

"In this money-mad age we do well to remind ourselves that, after all, the real purpose of our existence is not to make a living but to make a life—a worthy, well-rounded and useful life.

"Character implies obedience to law—irrespective of whether one likes the law, believes in it or is opposed to it. How well known to all of us are instances of law breaking like the following: Here is a woman who says: 'I don't believe in the customs law. It is foolish and unwarranted. Therefore, I feel perfectly justified in smuggling.' With equal propriety says the footpad: 'This law against highway robbery cramps my style and forces me to the unwelcome alternative of earning an honest living,' and he holds up the next automobile that passes.

"The same disregard for law sometimes shows itself in connection with the operation of business. There are a large and increasing number of laws regulating business. The majority of them undoubtedly are wise and in the interest of the people. Some unnecessarily hamper and restrict business and do not serve the common good. But law is law, whether it affects personal liberty, social well-being or business; so long as it remains the law of the land it should be obeyed both by individuals and by corporations. The alternative is anarchy.

"The final quality is singleness of purpose, or loyalty. Nothing truer ever was said than that 'No man can serve two masters.' One's value to an employer is in large measure dependent upon singleness of purpose."

Famous School Buses

SHELBY COUNTY, Tennessee, Miss Sue M. Powers, county superintendent, has a new fleet of thirty-three buses of superior quality and beauty, the bodies of which have been made by school boys of the county. In each of the thirty-three buses safety has been stressed. The bodies are sturdily built of hardwood and steel with a minimum of glass and an emergency door.

It is a remarkable demonstration of economy, saving the county a large sum and at the same time making it possible for several boys to continue their education, and is an education in itself.

The work is done after school hours, on Saturdays and holidays, and during vacation. The boys are paid each week for the work done during the week.

The business men of Memphis, the county seat, are bidding for a chance to get these boys, for they have demonstrated ability and devotion to their work.

This is another example of Southern achievement in public education.

World Essay Contest

ONE of the best demonstrations of world-mindedness is the World Essay Contest of the American Citizenship League, Dr. Fanny Fern Andrews, 205 Commonwealth avenue, Boston, director.

There are two subjects upon which students of all countries can write this year. Students may write in the language of their own country. There will be judges for each country that sends essays. The judges for the United States are: Bernice V. Brown, Radcliffe College, Mass.; M. L. Duggan, state superintendent, Georgia; Miss Elizabeth Hall, assistant superintendent, Minneapolis; Sheldon E. Davis, Montana State Normal School, Dillon, Montana; Stacy B. Southworth, Thayer Academy, South Braintree, Mass.; Charles McKenny, Michigan State Normal College, Ypsilanti.

This Wonderful Decade

By A. E. WINSHIP

THERE has been nothing comparable to the present decade since the fifteenth century.

It is needless to try to explain the "why," but it is interesting to appreciate the fact that this decade has been the climax of what was started earlier in the twentieth century.

First, and most wonderful of all, is the fact that for the first time since the landing at Plymouth this country is abandoning sectionalism, and is from sea to sea and lake to gulf America-minded. This is creating a new civilization in the New World and for the Old World.

Second only to this transformation from sectional domineerance to America domination is the city-minded creation, which makes every family contribute directly to the business success of some community to whose interest the railroads and boulevards contribute.

Nothing is more amazing nor more interesting than the city-mindedness of every section of the country.

The United States is wholly made over into community groups, industrially and commercially, civically and socially, educationally and religiously.

In East Ohio there are probably fifty centres with from one to five thousand population, and every home in East Ohio is identified with one of these centres. There are perhaps fifteen cities of from five to twenty thousand population, and the fifty centres are in these fifteen groups. There are a few cities of more than 100,000 population, and the fifteen are identified with one of these. The entire population of East Ohio is facing Pittsburgh, Pennsylvania.

In the language of hydro-electric power Pittsburgh "steps down" to the Akron group, to the Canton group, to the Steubenville group, to the New Philadelphia group, to the lower group, to the individual homes.

In return each home "steps up" to the village church, grocery store and neighborhood, and up, and up, and up, until it builds up the business of the department stores, moving picture theatres, and banks of Pittsburgh.

There is no business centre in East Ohio that is not "stepping down" from Pittsburgh, as well as "stepping up" to Pittsburgh.

Pittsburgh "steps up" to Chicago, and Chicago and every city and everybody in the United States "steps up" to New York.

State lines and county lines will have no significance commercially or socially hereafter, and in registration only will they have educational significance.

This city-mindedness has increased immensely with the coming of the automobile and the concrete highway.

The social-minded sentiment fostered by the Rotary idea is creating a spirit of friendliness as suggestive as the beautiful rainbow after the tempest cloud passes away.

The welfare-minded, which demands definite achievement for human betterment of religion and science, is beginning to serve civilization as the Sermon on the Mount by the Master clarified the commandments of the prophets.

Finally, that which must be beneath and above all for the civic, social, and religious stability is an education-mindedness, which must function from the cradle through the college.

The Delinquent

By NIXON WATERMAN

He was very inattentive—there's one such in every school—
Though he seemed at times quite stupid, he was, still, nobody's fool;
His exasperated teacher labored bravely, day by day,
To assist him, yet he did not seem to hear a word she'd say.

He was one of those strange pupils who have cotton in their ears;
The type that does not comprehend, no matter what it hears.
His teacher often talked to him till worn completely out
And yet she felt he had no thought of what 'twas all about.

In her despair, at length, she grew exasperated, quite;
She kept this pupil after school and tried with all her might
To make him see the sorry need, if he would get ahead,
Of listening with interest to whatever might be said.

And presently the pupil's eyes seemed lit with reason's ray;
He watched his teacher closely in quite all she had to say;
She felt that she had cured him of his inattentive trait
And that henceforth he would advance at a more happy rate.

The teacher was delighted and her heart beat high with joy
That she had found a way in which to interest that boy,
Until he asked, to her dismay,—the sorry, hopeless creature!—
"It's your under jaw that's moving while you're talking, ain't it, teacher?"

Belding's Page

TEXTBOOKS THEN AND NOW

ANYONE who examines the early history of education in this country must be impressed with the meagreness of the textbooks which were employed in teaching.

In the historical pages of the annual report of Superintendent Jeremiah E. Burke, just published, one reads that prior to 1690 the only texts used in the Boston schools, Latin school excepted, were the hornbook, primer, psalter, testament and Bible. All of these books, even including the primer, represented an attempt to impress religion, morals and formal creeds upon the young mind and heart. The first really secular text was a spelling book.

Nearly all the school books used in colonial days were foreign books. Apparently there was no scandal about that fact—as why should there be? Most American were as British as Canadians are today.

In the reading schools of Boston one authorized text is specially suggestive. Its title was "Young Ladies' Accidence." Since "accidence" was a synonym for "grammar," it is obvious that the young ladies of an earlier epoch were deemed to require a book adapted to their own capacities, such as these were. The girl valedictorian had not yet dawned.

No more striking evidence of educational progress could be seen than in putting a group of modern textbooks, with their excellent paper, type, illustrations and bindings and their carefully selected and arranged subject matter, over against those scanty, scrambled, crude little volumes on which our forebears were nurtured.

By such a contrast, one may judge how far instruction has advanced in the direction of appealing to the intelligence of the child, stimulating his thought, informing him about his environment and preparing him for his tasks.

The textbook of today is one of the clearest marks of improvement education has to show.

PAYING IN DRIBLETS

WHEN modern business begins advertising a four-dollar article for sale at "25 cents down and 25 cents a week," it's about time for a new emphasis upon the teaching of thrift.

Installment buying undoubtedly has its usefulness. Nobody can criticise the acquiring of homes by that method, which enables people to become their own landlords before they have accumulated the capital required for outright purchase.

In the case of automobiles, radios, fur coats and a good many other commodities, the installment plan has been a boon or a bane according to individual circumstances. When three-fourths of a family's income is mortgaged for months in advance, there is obviously something wrong with that family's method of handling finances.

And when it gets down to paying for a four or five dollar article in twenty-five cent. driblets, the absurdity should be clear to every one.

Why stop at a quarter? Why not a dime a week? And why not a cent?

An impression seems to have been spread among a certain portion of the wage-earning class that they can have, without waiting, any and every article they desire. All that is needed is the first down payment.

Possibly our schools can do more than they have yet done to eradicate that folly.

ON THE OTHER HAND

IF children were allowed to choose which of their two hands they would use for certain tasks, how many would grow up right-handed, and how many left-handed?

Nobody can be sure. But it is altogether likely that there would be many more left-handed persons than at present.

German educators have lately been discussing this matter of hands and how they should be trained. No conclusions have been reached yet.

Children are born into a right-handed world—a world in which many operations are almost necessarily performed with the right hand. Screw-drivers, augers and shears are designed for the convenience of the right-handed user. Awkward, indeed, is the attempt to write with the left hand. Table manners in nearly all households prescribe holding the knife in the right hand.

All of which may be a gross injustice to the left-handed. Some observers have even gone so far as to surmise that the brains of the left-handed become distorted in the effort to use the other as the active hand. But that is probably nonsense. As a matter of fact, the left-handed child is apt to acquire an equal facility in some acts with both hands; and this is sometimes an advantage. The only time it isn't is when one delays action because of uncertainty over which hand to employ.

Chief value of inquiring into the use of hands, right or left, may at the present time be this: To remind teachers not to treat left-handed children as if they were a freak of nature. Injury is always done to a boy or a girl who is made to believe something is wrong in his or her native endowment.

Anson W. Belding

Associate Editor.

Value of Voluntary Organizations

By WILLIAM JOHN COOPER

United States Commissioner of Education

IT IS AN American characteristic to organize when a problem too large for individual action comes to the consciousness of our people. Out of such meetings in the past have arisen local governments, state constitutional conventions, and in fact, practically our entire early revolutionary machinery. For all of these the precedent was established on board the little ship, Mayflower, on the stormy sea off Cape Cod on November 11, 1620. There a small band of men and women found themselves beyond the territorial limits of organized government. Before disembarking they met and framed a brief agreement which set up an organization to meet the situation. The Mayflower compact is the prototype of many other assemblies.

I find it impossible to marshal facts on the subject assigned to me—"What voluntary organization of school people has accomplished for the child." It is a field not yet adequately studied. Moreover, were we to employ an adequate staff of investigators we should not expect to find it possible to evaluate fully a movement of this kind. We must be satisfied with calling attention to the fact that great associations of educators, such as the National Education Association and some of its stronger departments, of which the Department of Superintendence is outstanding, have provided the funds which have made possible conducting important researches, issuing committee reports, publishing bulletins and yearbooks of great value, holding meetings which make laymen conscious of educational principles, and arousing the professional enthusiasm of those who attend such conventions to a point which promotes advance in every area of our great country. But suppose all of this work could be tabulated, and its direct influence upon superintendents, principals, teachers, and even laymen, estimated, the indirect influence, which must be very great, would remain an unknown factor.

I have been informed by Mr. Hoffman of Philadelphia that the Philadelphia Teachers Association, in co-operation with the National Education Association, Division of Classroom Teachers, has collected data from fifty-eight cities of one hundred thousand or more population showing 176 local associations of teachers. Assuming again that the direct activities of such local associations in securing better professional standards, better conditions of service, and better salaries, have induced splendid people to enter our profession, and assuming further that fostering professional interest and ethical conduct constitute factors which in themselves can be measured, whose imagination can encompass the indirect influence of these associations?

Turning to another oraganization which is not made up solely of teachers, but in which teachers or former teachers constitute a large percentage of the membership, let us think of the National Congress of Parents and Teachers and the many units, state and local, which constitute that splendid organization. They exist for but one purpose—bettering the conditions which surround children.

The Commissioner of Education desires that such organizations, whether professional or lay, have every opportunity to extend their service.

Department At Sixty

At sixty years of age the Department of Superintendence stands as a lusty youth ready for the great tasks that lie ahead. School administration now ranks with engineering and the other major professions. It has a remarkable record of efficiency, integrity, and public devotion. It has set standards which business, industry and other phases of public life will come more and more to adopt. Where could one find a more glorious example of the power of professional loyalty and co-operation?

—Joy Elmer Morgan.

The Meaning of the Progam

By FRANK CODY

President, Department Superintendence, N. E. A.

"EDUCATION in the Spirit of Life" is the theme that has been announced for the Atlantic City meeting of the Department of Superintendence. The whole purpose and meaning of the program, as I have planned it, is bound up in that short phrase. It is my hope that the convention will serve to express to the thousands of superintendents in attendance some of the outstanding conditions of modern life and to present the activities which are being undertaken by the schools in the effort to make boys and girls more useful individuals and better members of society in our day.

The program of the Department of Superintendence has been built around different aspects of the general theme, the spirit of modern life. Each one needs to be recognized by schoolmen in order that they may make the schools match life in each of these characteristics.

"Life is idealistic; education must aim high." This serves as the theme of the Sunday afternoon vesper service. Dr. Reinhold Niebuhr of Union Theological Seminary, a well-known student of the problems of life and human relations, is to speak on the subject, "The Spirit of Life." In a sense his address is to give the keynote of the convention as a whole.

Life is not only idealistic: it is also dynamic, friendly, recreative, progressive, co-operative. If our education is to be given in the true spirit of life, it must, itself, have these characteristics. Furthermore, education must aim to produce these characteristics in the boys and girls who are attending the schools. Each session is built around one of these major characteristics.

Thus, the Monday morning session is designed to promote the concept of education for friendliness. Speakers on this program will discuss ways of developing friendliness in all the different relationships within the educational system. The relations between pupil and teacher, between teacher and superintendent, between public and parochial schools, and between school and community will all be considered.

The Monday evening session is devoted to the concept of life as dynamic, and to the corresponding necessity for education to move forward aggressively. At this session several men and women outside the field of education are to give their views on certain large phases of modern life. They will be followed by the Commissioner of Education, who will present the response that education is making to the challenge of modern life.

Life is practical. Education, too, is practical, and results in achievements of many types. These achievements of American education form the subject of the Tuesday morning program. This session is intended to present in high light the major accomplishments in instruction, organization, administration, personnel, finance, public relations, and the school plant.

At the close of this session the annual business meeting of the Department will be held. This year somewhat of a departure from precedent for this session is being made by introducing the past presidents, and presenting them with tokens in appreciation of their services to the Department of Superintendence. Readers of the Journal of Education will be glad to know that honorary membership is to be conferred upon Ye Editor, Dr. A. E. Winship, the man who has boosted the Department of Superintendence for practically all of the sixty years that it has been in operation.

The Tuesday evening general session is devoted to the idea that education should train for wise use of leisure. Dr. Henry Suzzallo will begin the session by speaking on "The Use of Leisure Time." Following his address a pageant on recreative living, called "The Pageant of Time: An Adventure of Education in the Realm of Leisure," is to be presented by the teachers and students of Atlantic City and other New Jersey schools. The purpose of this program is to stress the great importance of leisure time in modern life and to indicate the part which the schools should play in the program of providing for worthy use of this leisure.

The Wednesday morning session, a joint meeting with the American Educational Research Association, is devoted to the forward look in education. Several leaders in and out of education will present the place of research in bringing about advances in all fields. Dr. Cook of Maryland will present at this session the Ninth Yearbook of the Department of Superintendence, which is on the subject of supervision.

Wednesday evening is set aside primarily for college banquets, which will take the time from about six to nine o'clock. Beginning at nine o'clock a reception and ball have been planned to provide a great social gathering for the entire convention. This feature should add much to the interest and enjoyment of everyone.

The Thursday morning general session has as its theme "Education Is Co-operative." Speakers representing several different organizations and activities which co-operate liberally with the schools will present the purposes and methods of co-operation at this time.

(Continued on Page 208)

Public School Achievements of Typical American Cities

As told by Superintendents

Recent Advances and Present Objectives of Twenty-three Municipal School Systems Scattered Among Fifteen States Are Here Presented—A Cross Section of That Splendid Effectiveness Which is Remaking America

Toledo Moves for Greater Pupil Freedom

By CHARLES S. MEEK, Superintendent

DURING the present year the Toledo teachers' slogan is to rescue the classroom from the tyranny of arbitrarily imposed order, and as far as possible, to relieve the classroom from the drudgery of arbitrarily imposed routine.

This does not mean, of course, that the control of the room shall be surrendered to the children, but that children shall come to know and to approve the standards of order to be maintained. A boy may think it is courageous to resist the imposed mandate of his teacher, but he has not the hardihood to get out of harmony with the unanimous dictum of his own associates.

That the classroom shall be relieved so far as possible from the drudgery of imposed routine does not mean that there shall be no drill. Drill is a very important factor in education. I have seen pupils improvise their own devices for learning the multiplication tables and their own standards for measuring their progress in acquiring them. How much better this than the arbitrarily imposed rote methods to which some of us were subjected. Teacher-imposed drill is like education injected with a syringe—hypodermic education. "After you have been inoculated with it you hope you are forever free from it."

Des Moines Schools On Business Basis

By J. W. STUDEBAKER, Superintendent

FOR several years the Board of Education and the administrative and supervisory staff have been organized in accordance with principles accepted by all big and progressive business institutions. In simple outline the Board's plan of organization and procedures provides:—

1. No standing committees.
2. That the superintendent be the chief executive officer responsible for the work of all departments.
3. Two Board meetings each month at 4.30 p.m.
4. A luncheon meeting of the committee of the whole the day before the Board meeting.
5. A schedule of topics for discussion at the committee meeting, together with related data and information, prepared in advance by the superintendent in or following conference with his associates. Mimeographed copies of the schedule for each member of the Board.
6. That discussion of these topics takes precedence over other matters.
7. That, following the committee meeting, the superintendent shall prepare a report, the result of the committee's deliberations, which is acted upon at the next Board meeting, usually the following day.

Because of the businesslike organization and conduct of the affairs of the schools, a building program including the erection of thirty buildings and additions, sixteen of them under construction at one time, and involving the reorganization of the whole school system, has been carried forward with the minimum of confusion and disturbance and with fewer and briefer meetings of the Board than ever before in the same number of years.

Denver Has Continual Curriculum Revision

By A. L. THRELKELD, Superintendent

THE attention of the entire corps of the Denver schools was directed to the problem of extensive curriculum revision by Superintendent Newlon early in 1922. During this first year no formal organization except the appointment of a large number of committees was set up for carrying out the program, but the ground work was prepared. The next year Dr. L. T. Hopkins of the University of Colorado and Dr. W. D. Armentrout, State Teachers College, Greeley, were employed on a part-time basis to supervise the work of the committees under the direction of an assistant superintendent in charge of instruction. During this year between fifteen and twenty specialists from various colleges and universities were called

in to help the special committees as their assistance was needed. Practically the same number were called in the next year. Committees were put to work on school time with substitute teachers in their places. In the spring of 1925 Superintendent Newlon recommended to the Board of Education that a department of curriculum revision be established with a full-time director in charge. This recommendation was approved, and A. K. Loomis, who had just completed the work for his doctorate at Teachers College, Columbia University, after many years of experience all along the line in school work in the field, was employed as director of the curriculum department. This department has been in operation ever since with Mr. Loomis in charge.

By the end of 1927-1928 the first revision of all courses of study throughout the whole school system was completed. Then a complete appraisal as a basis for future revision was carried out, and now the work is settled down to a steady program of continuous revision under the general guidance of the results from the appraisal just referred to. Specialists to assist in this revision are called in from various colleges and universities when needed, and committees work on school time with substitute teachers in their places.

All in all, this is the busiest year that the Denver curriculum revision program has had since its inception, and yet it is proceeding so much as regular work that not anything like the amount of talk is in the air about it as was the case when it was going through its initial stages.

Unless life itself becomes static, no school system can meet its responsibilities without continually revising its program all along the line. Continuous curriculum revision is synonymous with life itself.

Quarterly Graduations In Omaha High Schools

By J. H. BEVERIDGE, Superintendent

AMONG Omaha's achievements in education in the last decade is the construction of three senior high schools, a million-dollar addition to a fourth, and a readjustment of the whole program of high school education in line with the seven fundamental principles of secondary education. We have more than doubled our attendance in high school, having at the present time almost 10,000 pupils enrolled.

Our Technical High School is outstanding. The school year is divided into four quarters of twelve weeks each. We have a full four-year graduating class at the end of each quarter. Included in the course of study for this school is business education, salesmanship, auto-mechanics, carpentry, stenography, typewriting, citizenship (a specific course), printing, telegraphy, etc., but the fundamentals of education are emphasized. A collegiate course is also offered. We have no two-year courses, even in the business department, believing that English and Citizenship, for example, are as important for the stenographer as stenography. About 1,000 girls in this school take household arts. We have a practice cafeteria, which practically fits the girls for managing this type of work. The course of study in the elementary schools is being readjusted so there is the closest co-operation between elementary and high schools. The high school principals are anxious to secure teachers who have had grade experience in high school work.

One of the most distinctive pieces of work we have done was to establish a department of speech correction. We secured one teacher of speech correction in the beginning, but now have a supervisor and nine teachers. In this department we have been able to cure many cases of stammering. Some almost deaf children who were getting practically nothing from their school work have been enabled to finish the elementary school and go on through the high school. The achievements in this department are really remarkable. I am attaching the history of one type case for your information.

Houston Features Curriculum Activities

By E. E. OBERHOLTZER, Superintendent

DURING the past four years more than one hundred curriculum bulletins have been prepared by the Houston schools. These bulletins include courses of study, readers, and drill material. Courses of study have been developed in the elementary, junior and senior schools. Forty-nine per cent. of the white teachers and principals were engaged directly or indirectly in activities connected with curriculum revision. A questionnaire to the teachers revealed an amazing volume of improvements resulting from curriculum activities. Several hundred benefits were listed, such as improved lesson planning, better correlation, better teacher interest, and better pupil interest. Houston's teachers have been active in curriculum construction and in using the newer courses and methods evolved.

The results can be measured not only by the volume of work produced and the opinion of the teachers, but also by the results of objective tests. The results of the Stanford Achievement tests given to all high fifth grade pupils during the last five years prove that learning, as measured by these tests, has improved. The median grade achievement of the high fifth grade in arithmetic last year was 7.3, or the equivalent of the third month of the seventh grade. In reading the grade score was 6.1; in spelling, 5.8. In 1924 teachers earned 1,885 credits in summer school; in 1927

teachers earned 13,811 credits in summer school. The maximum teacher's salary has been increased from $2,000 to $2,600. The per cent. of teachers having four years or more college training has increased from 31.5 per cent. in 1924 to 45.5 per cent. in 1929. These facts are presented in staccato fashion, but they indicate not only activity in the Houston schools but also some of the results. Unfortunately, there has not been found an adequate measure for the training in character and citizenship.

During the past year curriculum schools, with corresponding check schools, have been set up to make possible a more intensive study of curriculum construction. Each school with a central theme may, in addition to carrying on the regular program, so conduct its projects and special studies that the results may be applied to the improvement of the curriculum. Such improvement may come in the selection of subject matter, selection of vocabularies, the grade placement of material, the selection of the vehicle—or central theme—by means of which the subject matter, habits, and generalizations can best be taught.

The school system is growing very rapidly in number of pupils and in the number of tasks it undertakes. A vocational department has been established apart from the industrial arts department. Close co-operation with the local trade unions is maintained to guide the policies of this department.

Eleven million dollars has been spent on school buildings during the past four years. Practically the entire plant is of new construction, or old construction rehabilitated.

There has been added to the research department a psychologist to make studies of special cases of pupils not properly adjusted in school. The use of visiting teachers is under consideration, and one visiting teacher has been secured this year to begin this work.

In order to discover the adequacy or inadequacy of the courses of study, to secure better classification, and above all to give more attention to the individual pupil, standardized tests are given to all pupils in kindergarten, first, third, fifth, seventh, eighth and tenth grades. Tests made by committees of teachers are to be applied between the intervals of the standardized testing periods.

The entrance age to the first grade has been lowered by state law from seven years to six years. This change in law of entrance age brings up immediately the problem of readjusting the course of study to the lower age group.

Houston shares with other rapidly growing cities the social problems arising from an influx of people from all over the country, following the trend of industrial development. Houston has now three times the population it had ten years ago. The schools are attempting to set up their program of educational activities so that education of Houston's children may go hand in hand with industrial development and social progress.

Buffalo Builds Many New Schools

By E. C. HARTWELL, Superintendent

DURING the past decade Buffalo has built three high schools, one high school addition, four vocational high schools, twenty-two elementary schools, twenty-three additions to elementary schools, and a magnificent all-high school stadium, which seats 16,000 people; besides organizing five special schools for the retarded, a school for the crippled children, a continuation school for the boys and a continuation school for the girls, a total building program representing $30,000,000.

Buffalo now has no pupils on part time.

It has organized nine elementary schools to provide a special service each year for the newly appointed teachers, which service is equivalent to the fourth year of training for such teachers.

It has organized a demonstration school.

In connection with the university and colleges of the city Buffalo has provided opportunity for voluntary extension work for teachers. Without offering added salary increments as an inducement and without any compulsion or coercion whatever, the city has seen its teachers take advantage of these opportunities to a very remarkable extent. The amount of extension work carried by the teachers of Buffalo during the past ten years aproximates one hour per week for every teacher in the system for the entire decade.

The salaries of teachers have more than doubled; teaching loads have been reduced; nearly every school in the city has been provided with gymnasia, auditorium, and visual education equipment.

An efficient machinery for psychological testing and for an annual achievement testing of all the children in the elementary schools has been in operation for the past five years.

A night high school enrolling 3,700 has been organized.

A summer high school is in operation and also a service during the summer for elementary pupils who desire to make up work which has been missed during the year.

A night school service offering 144 different courses has expanded its usefulness until it now reaches 17,000 adults.

A relationship has been established with the Natural Science Museum which makes it possible for all children of the upper grades each year to be brought closely and definitely in contact with the advantages of this fine institution.

Sixty bands and orchestras are in operation, the city now making an annual appropriation for musical instruments and for free instruction in their use.

The pupils of the schools have raised more than $25,000 for works of art with which to beautify school buildings.

Philadelphia's Big Six

By E. C. BROOME, Superintendent

OUR most conspicuous activity, and the one which attracts the most attention, has been the erection of ninety-seven new, up-to-date, fireproof school buildings since 1923, at an expenditure of approximately $56,000,000. You can readily see that we have been spending between eight and ten millions of dollars a year for the rehabilitation of our school plant.

The second activity in which we are greatly interested is our development of the 6-3-3 plan of organization. Nine years ago there was only one junior high school in the city of Philadelphia, and that was an adapted elementary school building. We now have twenty-one junior high schools, all but three being especially planned, designed, and organized for junior high school work. Today about seventy-five per cent. of the seventh, eighth, and ninth year pupils are in these junior high school buildings. Two more are in process of construction. When those have been followed by five or six more, our schools will be almost completely organized on the 6-3-3 plan. From the first the junior high schools have been accepted by the people, and today they are very popular. Every principal of a junior high school has been selected with great care and with special reference to his or her particular qualifications for such a position. The teachers have all been selected with the same degree of care; so that we really have a system of junior high schools that is a thorough-going concern, and not an experiment.

Two other features of our school system in which we are specially interested, but which are not so conspicuous as the two just mentioned, are the standard evening high school and the Logan Demonstration School. The standard evening high school runs every night in the week, except Saturday, for a three-hour session, and a student who attends for six years may win a diploma of the same nature and value as a diploma from a four-year day high school. This diploma is acceptable by all the colleges which accept our high school diploma.

The Logan Demonstration School is a fully-equipped and organized elementary school, attended by the children of the neighborhood, but commended by teachers who are especially chosen for their efficiency as classroom teachers. The object of this school is to demonstrate the possibilities of our course of study when handled by experts under normal conditions. Our teachers are sent to this school to spend one or two days a year, and to discuss methods with the demonstration teachers. It is one of the most effective plans for improvement of teachers in service that I have known. Last year somewhat over five thousand teachers visited this demonstration school.

We also wish to call attention to our policy of specialized supervision throughout the city. We are committed to the plan of special, in preference to general supervision, and are following this plan out as rapidly as funds will permit. We are now fairly well organized in this respect, with fifteen city-wide directors of supervision. Since 1922 the following new divisions have been organized: The Division of Home Economics (as a separate division); the Division of Visual Education, the Division of Science Education, the Division of Educational Research and Results, the Division of Foreign Languages, the Division of Normal and Practice Schools and Teacher Training, and the Division of Commercial Education. We find that we can get better results by centralized supervision, which is done by specially trained people, than by the general type of supervision, which used to prevail, which required two or three general assistants, under the title of assistant superintendents, or general directors, or general supervisors, to cover all subjects, city-wide.

Finally, we invite the reader's attention to our plan of special education in Philadelphia. By special education we mean the education of special types of children who do not thrive under the training received in the ordinary classroom. At present we have ten types of children who are handled by expert teachers in small groups. These include the usual types of physically and mentally handicapped children, also children who offer acute behavior problems. We have fifty-four teachers who spend all their time in speech improvement work.

In this connection special attention is called to the Shallcross Residential School. This is a home and farm school for boys who have become habitual truants and who have got beyond the control of the home, if they have a home. It is unnecessary, perhaps, to describe this school in detail, as its purpose is expressed in its name. Our records show, after about five years of conducting this school, that approximately seventy-five per cent. of the boys are completely restored to good citizenship.

Paterson Has Many Special Classes

By JOHN R. WILSON, Superintendent

PATERSON has two very fine high school buildings, and fifteen of its twenty-four elementary schools are housed in very fine buildings. There is a vocational school with an enrollment

of 250 boys in day classes and 829 apprentices and journeymen in evening classes. This school offers trade instruction in the following trades: Machine shop, drafting, textiles, pattern-making, plumbing, electricity, carpentry, machine mathematics, and auto mechanics. Recently a large three-story addition was erected at this school. The outside walls were built by outside labor, but all the interior work was done by boys at the school.

In addition to the Vocational School there is a vocational course in agriculture in one of the high schools which enrolls seventy boys. These boys are in school for six months from April to October and are on farms in the vicinity for the balance of the year. While on farms their work is supervised by their school instructors.

There is, also, a part-time apprenticeship course in one of the high schools in which boys spend one week in school and one week in the shops in the city.

Graduates from all of these vocational departments are filling very responsible positions.

Paterson is also making an interesting effort to meet its obligation to handicapped children. There are fifteen special classes for children who are three years or more below normal, and the teachers of these classes are doing a very fine piece of work. There are also open-window classes for under-nourished children, one class for blind children, two sight-saving classes, one class for deaf children, one class for children who are hard of hearing, and two classes for crippled children. Three teachers of speech correction are employed who have more than 300 children under their care at the present time.

The Paterson schools will be very glad to welcome any visitors.

Shopwork Aids Laggards in New Bedford

By ALLEN P. KEITH, Superintendent

OUR workshop classes are for children twelve to sixteen years of age who are backward in their work and over-size for their classes. Pupils of such classes give one-half of their time to academic work and the remaining half of their time to shop work. From these classes many of our children have been found able to complete the work of the sixth grade before reaching the legal school age limit, which in Massachusetts is sixteen years.

The latest movement inaugurated is that of sending teachers into the homes of children temporarily shut in. These teachers visit the homes twice each week when possible and attempt to keep the children in line with their regular classes. This work has not been going on long enough for us to tell how successful it will be, but it gives every promise of saving the children from repeating, and with it the expense to the city necessarily involved.

Cleveland Adapts Teaching to Individuals

By R. G. JONES, Superintendent

CLEVELAND, within three decades, has grown from a city of 381,000 to a metropolitan centre of more than a million. Its school population, now in excess of 148,000, has more than tripled.

In 1900 most of our citizens were native Americans, many of them with a rural or semi-rural background. Today's population is 75 per cent. foreign-born or the children of foreign-born. It is entirely urban in outlook.

The schools have attempted to take the children of these newcomers of diverse backgrounds and to absorb them without shock into the body of the community, passing on to them, besides the fundamentals of learning, the highest ideals of the city and the state.

In this attempt to prepare the citizens of the future for life in the modern city the schools have undergone notable changes. The curriculum, by absorbing science and technical education, reflects the needs of a scientific and technological age. Domestic science has recognized the altered status of the homemaker. Nature study has attempted to give to the child an understanding of the natural world around him which he cannot get for himself in the city.

The growth of the city and its consequent congestion have made it imperative for the schools to embark upon types of social service of which education in hygiene, medical and dental service, playgrounds, and community centres are examples.

An attempt has been made, and with marked success, to adapt formal education to the capacities and needs of the child. This is in line with the teachings of psychology respecting differences among children. Children in the Cleveland schools, as in many other cities, are classified in ability groups with ample opportunities for the correction of faulty classifications.

In addition to the classification of normal children in three ability groups, there are special classes for gifted children and for mental defectives. Cleveland maintains special schools for the crippled, the deaf, for "problem" boys, for the vocational training for "early leaving" girls; schools for over-age girls, for over-age boys; a school for apprentice training, and special classes for the blind, the hard of hearing, sight-saving classes, and classes for the correction of speech defects.

Many other cities classify normal children in three ability groups. Cleveland, perhaps, has gone a step farther than most by rewriting its curriculum for the three ability groups. In other words, we recognize not only three levels of ability, but we give to each of the groups a course content

that it can learn and is suited to its needs. Courses of study in geography and the social sciences have been differentiated for the three groups and the courses in general science and elementary science are now being written.

Further attempts are constantly being made to improve teaching through the selection of abler teachers and the improvement of teachers already in service. The best minds and the best teaching ability in the Cleveland school system are being multiplied to larger numbers of children by means of the radio, and experiments in teaching even so abstruse a subject as arithmetic to second-grade children over the radio have met with marked success.

Detroit Alert to Community Needs

By FRANK CODY, Superintendent

DETROIT has made substantial progress in a variety of ways in its educational activities during the past few years. Perhaps the most striking instance is the achievement in housing the huge increase in children. In the last ten years Detroit's school census has more than doubled. During this period one hundred thirty-two thousand more children have had to have seats provided for them in public schools. More than one hundred new buildings, elementary, intermediate and high, have been constructed during this period and some thirty-odd additions to existing buildings have been made.

A second major achievement is the broadening of educational opportunities. This has been brought about very largely through the fact that, each year, an increasing proportion of boys and girls attend the platoon elementary schools and the comprehensive intermediate schools. Both of these types of schools are so organized as to make it possible to provide, without material increase in cost, experience in a wide variety of fields whose importance is recognized in modern life. These schools permit boys and girls to acquaint themselves with nature study, local geography, the use of the library, dramatics, auditorium activities of various types, gymnasium activities, and a variety of other things which cannot be provided except at a higher cost in the traditional school. In addition, the instruction at the high school level has been broadened by the marked extension in opportunities for vocational training. A new Technical High School has been built, and a High School of Commerce, a Co-operative High School, and Vocational Schools for both boys and girls have been provided.

A third important achievement is better recognition of boys and girls as individuals. By this is meant the development of ways and means by which educational requirements and opportunities are more nearly adjusted to the needs and abilities of the individual boy and girl. Conditions more favorable for teacher and learner have been provided through careful grouping of children according to the level of their ability. Some differentiation in instruction for the groups has been accomplished by the use of differentiated standards. Through many grades and in numerous subject fields, materials and methods have been modified to allow each individual child more nearly to realize maximum good from his school experience. Perhaps this achievement may be summed up by saying that the schools have moved toward more complete individualization of teaching within the social group.

A fourth achievement of note is the development of the college units. American municipalities are becoming more and more education-minded. Every year more and more parents wish to have their children go to high school. Every year more and more parents whose children have completed high school wish to have them go on to college. In Detroit the natural result of this tendency is a group of five municipal institutions of the collegiate level, all under the direction of the Board of Education. They include the College of the City of Detroit, which is, in effect, a liberal arts college; the Detroit College of Medicine and Surgery; the Detroit Teachers College; the Detroit City Law School; and the Detroit College of Pharmacy. The board has authorized a School of Engineering also, which, it is expected, will be in complete operation within another year or two.

A fifth achievement of note is the re-organizing and systematizing of the whole plan of handling equipment and educational supplies. Very large savings have been made by doing all purchasing on competitive bids, by providing central facilities for storage, by extensive reconditioning of equipment, and by the routinizing of the handling of all supplies. Centralization of authority and of facilitating agencies and the establishment of ordered procedures are the key to these advances.

A sixth achievement of note is the extent to which careful scientific procedure, that has been so effective in the world of science and business, has been adopted in the schools. Thus Detroit has had for a number of years a comprehensive program of measurement of the results of teaching. This program includes provision not only for teaching tests in many subjects at the beginning and end of each semester, but also for an intensive annual survey in some one subject field throughout the school system. Experimentation and thorough study of educational problems have grown greatly. Increasingly, the decisions on such problems as

what shall be taught and how it shall be taught, are based on evidence secured by research.

I do not wish to close this statement without reference to one thing which has made possible most of these achievements. I am convinced that they are the result of having every member of the staff from the superintendent down consider it to be his duty to participate actively, not only in school matters, but also in a variety of the many activities which make up the life of a great city. In this way only can an educational staff keep in touch with the interests and needs of the people of the community. It is significant that, where the professional educators are accepted as citizens of the community, and as normal social beings, they have a very much better chance to enlist the co-operation of the balance of the community in projects which are designed to increase the well-being of the children of the community.

Elizabeth Overcoming Part Time Conditions

By IRA T. CHAPMAN, Superintendent

SINCE September, 1923, four new buildings and three additions have been made available, and have been occupied by public school pupils. In these buildings and additions there are provided 131 classrooms—accommodations for about 5,000 pupils. In addition two new buildings and an addition will soon be under construction. These new buildings and additions will be ready for occupancy during the school year 1929-30 and will provide thirty-nine grade classrooms and give accommodation to 1,350 pupils. Accommodations have been provided for from 5,500 to 6,000 pupils who otherwise would be on part time.

For erecting and equipping the various new buildings the city has appropriated $4,677,831.

Notwithstanding these very unusual appropriations made available by the city authorities for the building program of the Board of Education, there is still part time. The city is growing. The Board of Education is requesting additional school facilities.

With a greater number of buildings and rooms, with more pupils and a larger teaching force, the annual expenditure for public education in the city has necessarily increased. However, the cost per pupil—$103.99—on the basis of the average enrollment in the public schools of Elizabeth compares very favorably with that of other cities.

In addition to the new buildings and additions mentioned we are preparing to dedicate a new senior high school which will accommodate about 1,400. Elizabeth has spent more than five million dollars for buildings during the past five years.

The following distribution of pupils for the grades and junior high schools, as shown by the report to the state for 1924-5, as contrasted with

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that for the last completed school year, 1928-29, speaks for itself:—

	Enrollment 1924-25	Enrollment 1928-29
Kindergarten	1,238	1,635
1st Grade	1,997	1,895
2nd "	1,808	1,758
3rd "	1,691	1,663
4th "	1,659	1,644
5th "	1,664	1,640
6th "	1,355	1,576
7th "	1,213	1,512
8th "	1,059	1,176
9th "	913	1,058
10th "	608	841

Boston Presents Impressive Record

By J. E. BURKE, Superintendent

Boston's accomplishments during the past decade may be outlined as follows:—

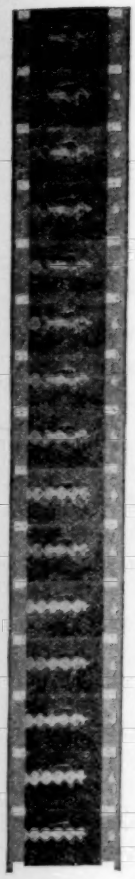
I. PHYSICAL PLANT
- A. More than doubling investment in school property during the last decade.
  - (a) All this was done in accordance with the pay-as-you-go policy.
- B. The establishment of Department of School Buildings giving the superintendent of schools an oversight of all school construction.

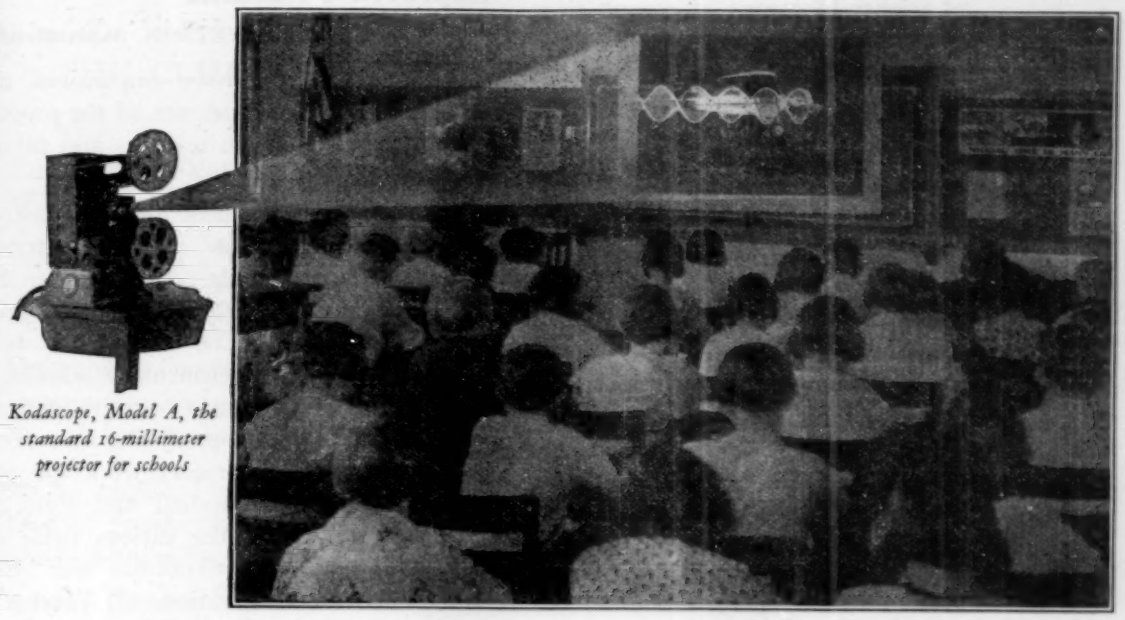
II. PERSONNEL
- A. Eligibility requirements.
  - (a) Master's degree required for teachers in high schools.
  - (b) Bachelor's degree required for intermediate, elementary and kindergarten teachers.
- B. Teachers College.
  - (a) Normal School reconstructed; becomes Teachers College.
  - (b) Enrollment tripled.
  - (c) All courses lead to Bachelor's degree; to Master's degree.
- C. Extension of the merit system.
  - (a) Rated lists for making original appointments to the service.
  - (b) Rated lists for making promotions within the service.
- D. Pension system.
  - (a) Boston during the last decade has adopted one of the best pension systems for teachers in operation anywhere in the United States.
- E. The establishment of a Training School for Teachers of Mechanic Arts.
  - (a) To insure a constant source of trained teachers in mechanic arts.
- F. The establishment in 1923 of an Administration Library maintained exclusively for the use of Boston teachers.
  - (a) This library has over 3,000 books devoted to the subject of education itself; librarian in charge.

III. INSTRUCTION
- A. Character education.
  - (a) Courses of study in character development for secondary schools, for elementary schools, for kindergartens.
  - (b) Character education magazine for all teachers in the service.
  - (c) Code of Ethics for teachers.
  - (d) Studies on the educability of the emotions.
  - (e) Studies on controlling fear.
- B. Differentiation of Courses in High School.
  - (a) Development of part-time industrial courses.
  - (b) Development of part-time commercial courses.
  - (c) Revisions of high school curriculum.
- C. The scientific appraisal of pupil achievement by the use of standard tests in reading, writing, arithmetic, and other subjects.
- D. The expansion of visual education to include the use of moving pictures in the instruction of pupils.
  - (a) The increase in the circulation of films from twenty reels in 1925 to 190 reels in 1927.
- E. The expansion of musical education to include bands and orchestras.
  - (a) The expansion of choral practice.
  - (b) The formation of bands and orchestras and from these in turn the formation of symphony orchestras.
  - (c) Glee clubs.
- F. Health program.
  - (a) Diphtheria prevention campaign.
  - (b) Special examination of cardiac cases.
  - (c) Special eye examinations for defective vision.
  - (d) Appointment of a sanitary inspector.
  - (e) Hearing tests by the use of the audiometer.
  - (f) Rest and nutrition classes.
- G. Physical education.
  - (a) Out-of-door sports for girls in intermediate and high schools.
- H. Increasingly adequate provisions for the handicapped or atypical school children.
  - (a) The extension of educational facilities for hospital classes, conservation of eyesight, lip-reading classes for the hard-of-hearing, and more recently provision for crippled children.
- I. Classes for gifted children—accelerants. Homogeneous grouping and adaptation of instruction to groups.

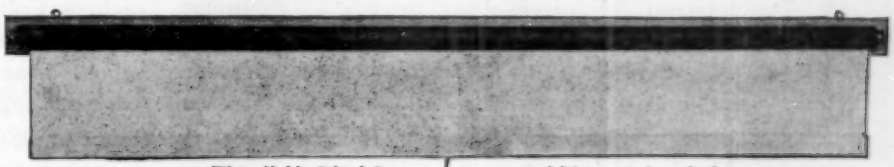
(Continued on Page 192)

At the Snap of a Switch *Words* become *Reality*





Kodascope, Model A, the standard 16-millimeter projector for schools



The rollable School Screen, constructed like a window shade

DRIVING an airplane is like drilling a hole...The man who moves a massive beam with a crowbar, thus illustrating the principle of lever-fulcrum-resistance, has that same mechanical triplet in his own arm, in the form of bone and muscle...The tongue of a steam shovel, the cutter of a milling machine and the prow of a swift coast guard chaser are all examples of the same device—the wedge...The old well and the modern crane hold an astonishing kinship in their common employment of the wheel-and-axle.

Formerly there was no adequate way to explain these principles

The principles employed in simple machines are extremely important. They are extremely simple, too, when understood. But until very recently the teacher had no means of explaining them adequately, vividly. They are only a small part of a single subject that can, at best, be given only a small part of the school day. And, they involve *motion*—an element difficult to convey with either the spoken or printed word.

Now a special motion picture does it in fifteen minutes

Now, when the science hour begins, the teacher can simply step up to a device and snap a switch. Immediately the subject leaps to life on a silvered screen, in motion pictures. In fifteen minutes the children *see* more than they could *read* in fifteen hours. A lesson that would otherwise be simply *words* becomes *reality*—an instructive, personal experience that is linked to everyday life.

Any teacher can use these special classroom films

Simple Machines is only one of the many Eastman Classroom Films covering important topics in *General Science*, *Geography*, *Health* and *Civics*. Any teacher can show them with the aid of a simple, efficient Eastman projector and screen. Any class can derive from them the important advantages demonstrated by the Eastman educational experiment of 1928.

Eastman Classroom Films

Send for this list

If you are not familiar with the scope of these films, clip and mail the attached coupon for "A Descriptive List of Eastman Classroom Films." It contains brief outlines of all of the films now available, as well as interesting supplementary information on the use of this new teaching device. Eastman Teaching Films, Inc., Subsidiary of Eastman Kodak Company, Rochester, New York.

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Without any obligation on my part, please send me "A Descriptive List of Eastman Classroom Films."

Name.....

St. & No......

City & State.....

Boston Presents Impressive Record

(Continued from Page 190)

J. The organization and supervision of general science in intermediate classes.
   (a) Much attention given to the teaching of science by means of consultations, conferences, visitations, and supervision; uniformity of instruction in intermediate schools.

IV. SUPERVISION

A. During the last decade there has been continual unification and co-ordination of the supervisory agencies.
B. Primary and elementary supervisors have been added to those of kindergarten and other special departments.
C. In all schools provision has been made to relieve as far as possible the principal or head master from clerical work so that he may devote more time to supervision.
D. Courses in supervision under the direction of the Board of Superintendents by all concerned with supervision.

V. ADMINISTRATION

A. Development of intermediate schools.
   (a) High school diploma credits begin universally in Grade VII (twenty-five points toward 100 point diploma possible in Grades VII and VIII combined, and in each succeeding grade). Pupils may thereby complete six years of secondary school course in five years.
B. The unification of the school system. The welding into a harmonious whole the twelve grades hereofore separated into four well-defined sections.
C. The extension of opportunities for adult education by the establishment of day schools for immigrants, and day practical arts classes for mothers who cannot attend in the evening.
D. The extension of the school year to include vacation schools, summer review schools, and playground activities, resulting in practically year-round schools.
E. Reduction in the number of pupils to a teacher in intermediate schools from forty to thirty-five.
F. Increasingly greater teacher participation in the administrative conduct of the schools.
   (a) Councils of teachers for the revision of courses, and for the recommendation of textbooks.
   (b) Surveys of school activities by teachers.
G. The increase of over 50 per cent. in high school enrollment during the last ten years.

Dayton Emphasizes Improved Personnel

By PAUL C. STETSON, Superintendent

IN DAYTON we have emphasized during the past year the importance of the proper training of our personnel, both teachers and principals and supervisors.

Our own normal school for many years has been confined to a two-year course preparing teachers for the Dayton schools. Beginning in September, 1929, the curriculum was changed from a two to a three-year course. The requirement is now that every teacher in the elementary schools, beginning in September, 1930, must be a graduate of a three-year normal school course. The first of these three years embodies preparatory work for any type of college course; the second and third years give intensive training in the various fields of elementary education. The school has been affiliated with the American Association of Teachers Colleges and has been officially designated as the Dayton Junior Teachers College. In order that we may train our teachers better we are building a new training school near the present normal school building which will house children in grades kindergarten through the sixth, and which will give ample opportunity for practice and demonstration work. This is the first step looking toward a four-year preparation for all elementary teachers.

The second phase of our training in personnel has been in our principals' meetings. We have felt for many years that the usual type of principals' meetings has not been particularly worthwhile, and that most of the matters discussed could better be put in a bulletin. Therefore for the last three years our principals' meetings have been organized around some definite topics in order to improve the supervision given by the principals and supervisors, and better to prepare our assistant principals and supervisors for administrative positions.

Examples of the topics studied in our meetings are found in the calendars for the various years. In the calendar for 1928-1929 we find the following topics discussed: "Training of Principals and Supervisors"; Problem I, To determine what work shall be given assistant principals in the Dayton schools for the purpose of training them for the principalship; Problem II, To determine what qualifications the assistant principal should have. Another topic discussed was "Evaluating and Rating the Work of the Principals and Supervisors." In the calendar for 1929-1930 we find

(Continued on Page 196)

PROVED SERIES

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R. V. D. Magoffin, Editor

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Magoffin - Henry

Just published:
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Berry - Lee

Lesson unity, required vocabulary, fresh illustrations, and functional treatment of syntax are keynotes of the book.

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Burton - Gummere

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Outstanding Educational Buildings Planned by the Frank Irving Cooper Corporation

Administration Building of the National Education Association.

The JOURNAL OF EDUCATION again presents in its Convention number illustrations of some of the outstanding new school buildings of New England, and of the Administration Building to be built this year in Washington for the National Education Association.

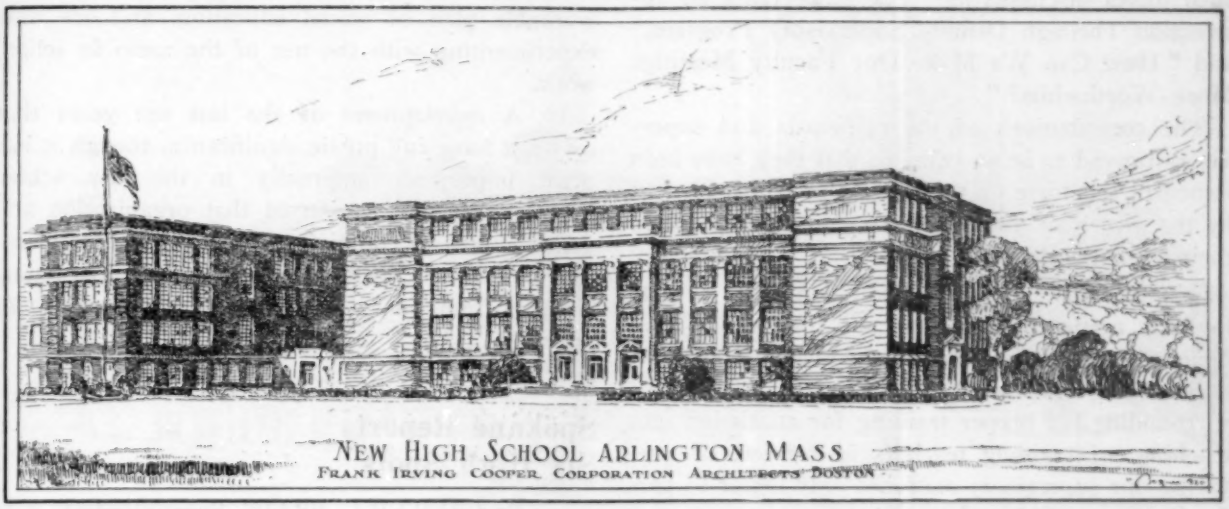
All of these buildings are the work of the Frank Irving Cooper Corporation, Architects. Each of these school buildings has been planned to conform with the Candle of Efficiency of the N. E. A., which is now universally used by school superintendents to measure the plans submitted by their school architects. Not only do the Frank Irving Cooper Corporation associates study the efficiency of their school buildings from the architectural point of view, but also do they study all of their buildings from the standpoint of educational efficiency with the aid of Professor Jesse B. Davis, of Boston and Harvard University, whose work as consultant in the planning of school buildings is well known. The planning of a school building of today must be in accord with a given program of studies and plan of administration, and must provide for the constant advance to which these procedures are subject.

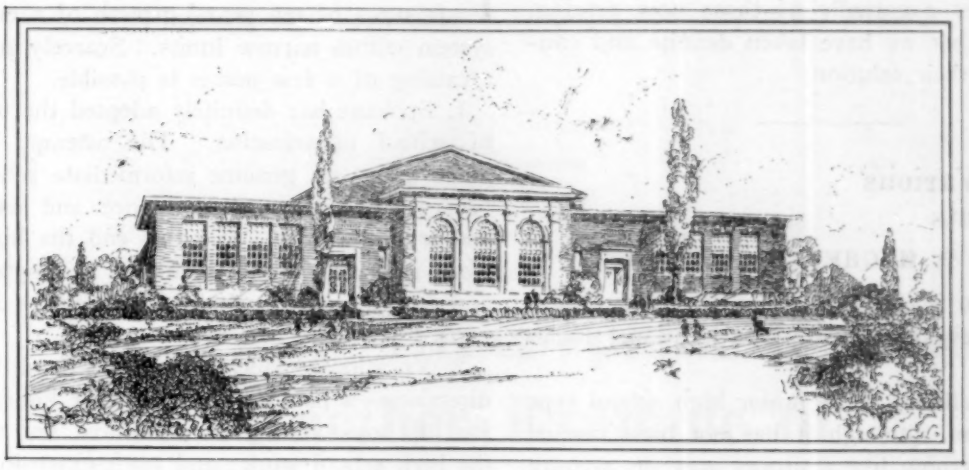
Not only is it required of school buildings to fit the school program, but they must also be available for community service. All of the buildings here shown fulfill these requirements, including the Elementary School in Norwalk, which has its combination gymnasium and assembly hall.

Modern school buildings not only provide for the usual teaching by the instructor, but must be fitted so that all of its pupils may receive the instruction which comes through radio and record reproducing equipment. While it is easy to place a simple radio set, it is quite another matter to provide for the proper receiving and amplication of sound waves so that varying groups of pupils may receive the instruction.

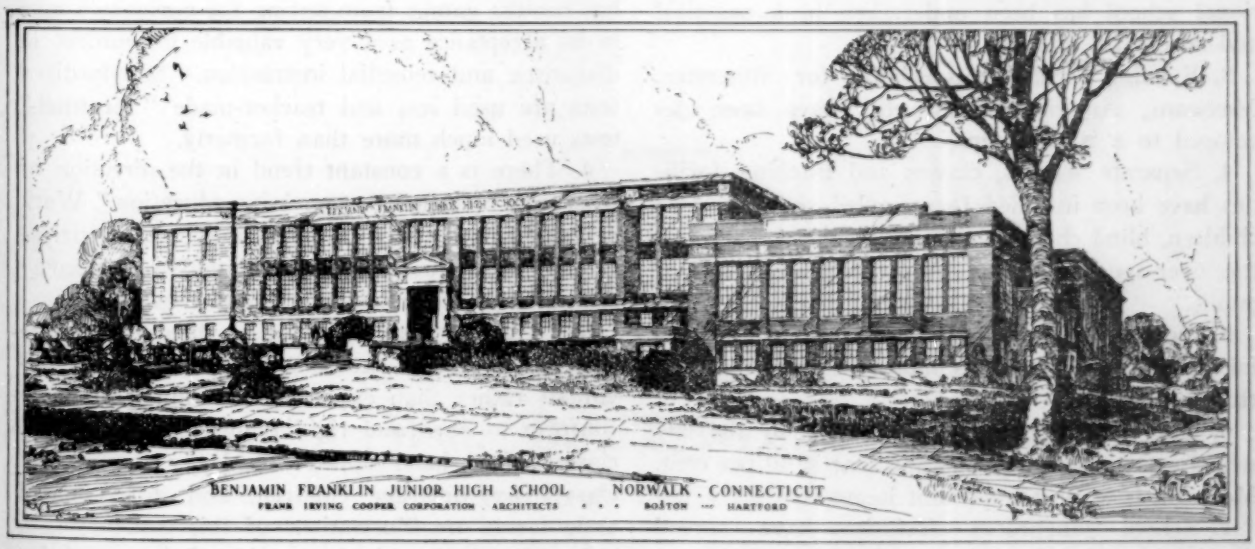
All of the recent school buildings of the Frank Irving Cooper Corporation are provided with proper amplifying and reproducing units. These enable educational programs to be given by the use of amplifying horns, not only in the Assembly Hall, but also in the school rooms. The rooms have individual reproducers especially voiced for the delivery of those talks suitable for school instruction, which are broadcast nearly every day by notable authorities.

Frank Irving Cooper Corporation





Norwalk, Connecticut, Elementary School


BENJAMIN FRANKLIN JUNIOR HIGH SCHOOL NORWALK, CONNECTICUT
FRANK IRVING COOPER CORPORATION ARCHITECTS BOSTON HARTFORD

Boston, Massachusetts **Hartford, Connecticut**

Dayton Emphasizes Improved Personnel

(Continued from Page 192)

such topics discussed as "The Importance of Instruction Through Definite Supervisory Program," and "How Can We Make Our Faculty Meetings More Worthwhile?"

The contributions of the principals and supervisors proved to be so valuable that they have been issued in the form of a Year Book, which is used by the principals and supervisors to guide them in their work for the year.

We feel that emphasis upon personnel is particularly needed at this time, and that, if we have done any one thing more worthwhile than another, it has been to realize the importance of problems surrounding the proper training for admission into teaching, of training teachers in service, of preparing our supervisory staff not only better to perform their administrative duties but to build up a reserve group of administrative officers who will take the places eventually of those now serving, and the fact that we have taken definite and concrete steps in their solution.

El Paso's Various Achievements

By A. H. HUGHEY, Superintendent

SINCE 1920 there has been in El Paso quite a varied development in city educational facilities.

1. The installation of a junior high school type of organization, although it has not been carried out yet in anything like a proper way on account of lack of building facilities.

2. Vocational education and a separate vocational school has been undertaken in a practical and successful manner.

3. Evening schools especially for illiterates, Mexicans, Americanization, etc., have been developed to a large extent.

4. Separate schools, classes and teaching facilities have been installed for crippled children, deaf children, blind children, defective children, and for the over-age, ungraded, or opportunity class of pupils.

5. Organized school health work has been undertaken with school nurses, home visiting teachers, etc.

6. The Americanization work, done by the city school system with a population that is 60 per cent. Mexican, is a most important item.

7. School lunchroom facilities have spread through the majority of our schools.

8. Recently the installation of school libraries, in charge of librarians, in the majority of the grade schools as well as high schools, has been a most important and most successful development of school work. The school library idea has enthusiastic support.

9. As adjuncts in improving or supplementing the work of various schools, we have begun a workable plan of visual education, and are now experimenting with the use of the radio in school work.

10. A development of the last ten years that may not have full public significance, though it has great importance internally in the city school system, is the formation of that organization and general central administrative service and co-operation which makes for a better morale among workers and more economical co-ordination of effort.

Spokane Reports Six High Spots

By ORVILLE C. PRATT, Superintendent

IT IS DIFFICULT to compress the outstanding features of ten years' growth of a city school system within narrow limits. Scarcely more than a catalog of a few points is possible.

1. Spokane has definitely adopted the 6-3-3 plan of school organization. The attempt has been made to set up genuine intermediate schools with proper emphasis upon guidance and exploratory and try-out courses. To this end the high school work is begun at the middle of the eighth grade, and five subjects, reciting four times a week, are carried for three semesters.

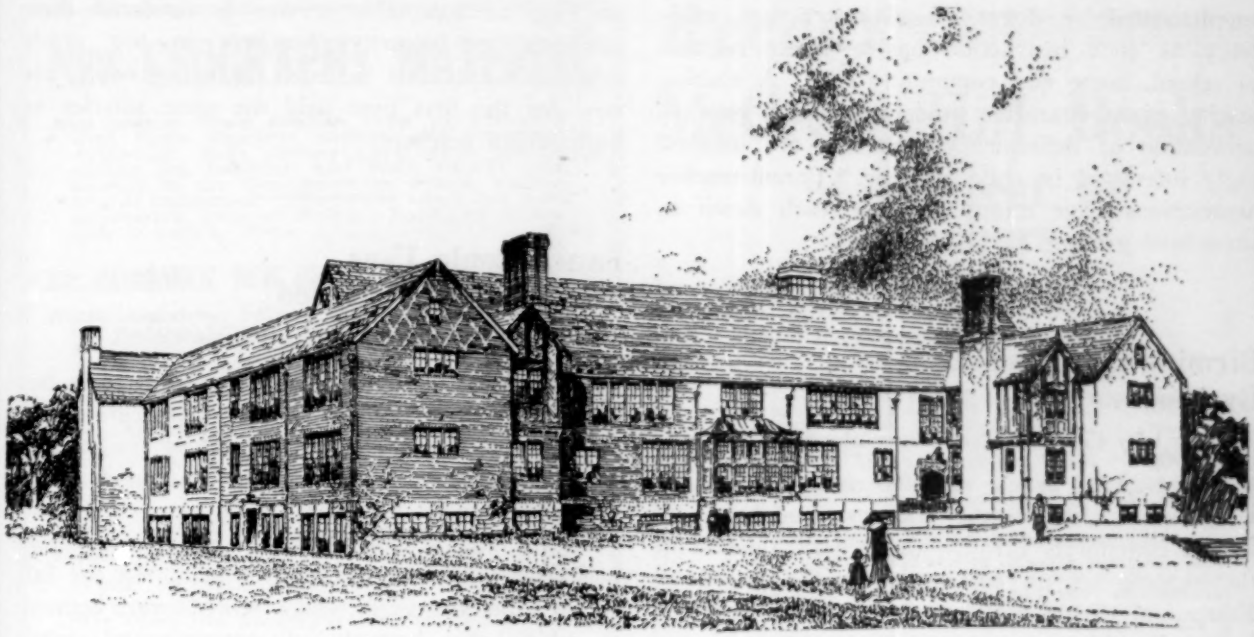
2. Vocational education has expanded in two directions—a part-time school, four hours a week, for all boys and girls who have not completed the high school work; and trade-extension courses for mature workers.

3. Objective testing, educational and intelligence, has run the gamut from testing for curiosity's sake to its acceptance as a very valuable instrument in diagnostic and remedial instruction. Standardized tests are used less and teacher-made "informal" tests used much more than formerly.

4. There is a constant trend in the direction of what may be called "progressive education." Work is less formal; there is increasing pupil-participation in school control; pupil initiative is encouraged and extra-curricular activities expanded.

5. The schools are adapting themselves more and more to the needs and capacities of individuals rather than expecting individual pupils to conform to fixed and rigid requirements. Special classes for handicapped children, opportunity classes for over-age children, and differentiated assignments are illustrations of this tendency.

6. Finally, there is the growth of character education. Report cards of pupils give as much space to character traits as to scholarship marks. Stress in school work is shifting from knowledge to



Proposed New Elementary School, University City, Missouri

The 476th Ittner-planned School Another Example of Planning Efficiency and Low Cost

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behavior. Indirect character training is being supplemented by direct ethical instruction, especially as such instruction has a direct relation to school, home and community life. A visiting teacher gives character guidance with a view to prevention of delinquency. Parents are increasingly interested in child training. Parent-teacher associations have multiplied and reach down to pre-school groups.

Birmingham Benefits By Slogans

By C. B. GLENN, Superintendent

NO BRIEF article can adequately convey an impression of the changes brought about in this community through the general interest in the slogans set up each year by the Board of Education. It is not too much to say that we have a healthier community, we are better sportsmen, manual labor has been dignified, we have a higher appreciation of the beautiful, our savings bank accounts have increased more than one hundred-fold, we have at least given more thought to courtesy, and the wide-spread interest in the study of nature during the past year has at least kept our minds off of less worthwhile things. The Board of Education is not looking for any sudden conversion, or over-night reformation, but is convinced of the wisdom and worthwhileness of this rather slow, painstaking, definite, well thought-out method of procedure in community uplift.

As a by-product of this endeavor there has, apparently, arisen a spirit of increased confidence and co-operation between the citizens of this community and the school authorities. The Board of Education has not failed during the past decade to keep within its budget. The public in turn has granted every request made by the board. Our school enrollment has steadily increased, faster than our population, until today our city ranks first in the United States in the percentage of its school population enrolled in its public schools.

Through the enrichment of our curriculum and the removal from our school organization of the artificial, by substituting in lieu the natural, normal activities of the child, the Board of Education believes there has been developed in our pupils, to a marked degree, such qualities as initiative and self-reliance.

In matters material we are just rounding out a seven-million-dollar building program, having constructed additional units to twenty-seven grade schools, erected five new elementary school buildings, and two new high schools will be opened next session.

The Board of Education has been free from political turmoil during the past decade. The school administration has been a continuous one, and all employees of the board seem to feel that so long as acceptable service is rendered their positions are secure. Teachers in our grade schools, if qualified to teach in high schools, are now for the first time paid the same salaries as high school teachers.

San Antonio Uses The Challenge Method

By B. W. HARTLEY, Superintendent

WE BELIEVE that San Antonio offers in her junior school system a flexible curriculum which meets the problem of a changing civilization, by means of its plants, administration and teaching methods.

In 1923 the school system of San Antonio was organized into a five-three-three plan. In the fall of the same year eight junior schools were opened, in which were housed sixth, seventh and eighth grades, southern grading. For one year prior to September, 1923, those interested in becoming associated with the junior schools had been studying, under the direction of Dr. J. L. Henderson, Texas University, junior school administration, classroom method and extra curricula activities.

The opening of these schools demanded certain changes of instruction and administration if the junior schools were to really function as schools of exploration. The administrative force was created —one director and five directors of instruction. These formed a cabinet for the director of junior schools and formerly met every morning. In these conferences the policies of the junior schools were discussed. Such topics as method of instruction to be used, the functioning of extra curricula activities, the position and place of subject matter were worked out. Out of these conferences developed the junior schools as they exist today: schools with a centralized library, used as a laboratory, mimeographed challenges in each subject, which force the use of the library, socialized recitation and the necessity of group work, the required five hours a week of physical education, consisting of supervised play on yards equipped to take care of the games prescribed.

The San Antonio Junior Schools are attempting by the method of challenge and investigation, based on life and book experience, to set up specific experiences in classroom, yard and extra curricula activity, which train the child to a better citizenship, to accept facts with an open mind, and to abide by the rule of the majority.

The challenge method is not new, but the challenge through a life experience, which in itself stimulates and inspires exploration, may be new. A challenge is not a question, it is an attack upon a life experience, which may change as the experiences of life change. It attacks the specific job

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RUTH THOMPSON'S PRIMARY GEOGRAPHIES

Type Stories of the World for Little Folk. A Geographical Reader for Beginners. By Ruth Thompson **$1.12**

This book will appeal to the children of the third grade, and is written so as to awaken the curiosity of the child along the line of geographical study; contains suggested activities with the stories. The book is divided into three parts: (1) The World in Which We Live; (2) How We Make Use of Things in the World; (3) Boys and Girls in Other Lands.

NOTE.—This popular book is now in its fifth printing.

Our Neighbors Near and Far. By Ruth Thompson **1.12**

A geographical reader for the fourth grade. Meets the requirements of "A Suggestive Course of Study in Geography," as prepared by Miss Myrta Lisle McClellan and the various conferences of teachers of geography in California. The stories are simple and explain why people live as they do in different parts of the world.

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A MAN UNAFRAID, THE STORY OF JOHN CHARLES FREMONT

By Harr Wagner and Herbert Bashford. Price $5.00. The London Literary Times says: "The volume is produced in a form which does credit to the press of California."

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By Aurora Esmeralda (Ella Sterling Mighels). 398 pages, size 6x9. Price $5.00. De luxe, $10.00. This new book is a fascinating and true narrative of a native daughter who has had much to do with the literary development of the West. There are letters of Bierce, Sterling, Avery, Coolbrith, and others.

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A book of 149 cases dealing with problems in and plans for the administration of educational and vocational guidance.

THE PURPOSE OF THIS BOOK IS:—

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A sound textbook on the purpose and the technique of teaching. The book is a practical guide on teaching methods based on modern conceptions of the philosophy of education and the psychology of learning.

Throughout the book is a rich variety of case illustrations and problems designed to tie up the stated principles to actual classroom situations.

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Objectives and Problems of Vocational Education

Edited by EDWIN A. LEE, Professor of Education, University of California. McGraw-Hill Vocational Texts, 451 pages, 5½ x 8½, **$3.00.**

A Symposium contributed by well-known authorities on vocational education. The book gives a complete discussion of vocational education beginning with the underlying purposes for the passage of the Smith-Hughes Act for Vocational Education. It traces the progress since that time and offers constructive suggestions for future development.

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being done immediately, but aims to create the habit of being able to attack a similar experience when it arises.

So in the branches of education, citizenship, culture and vocations the junior schools have set up challenges which from classroom discussion or activity lead into actual situations.

In social science the classroom discussion based on challenges finds expression in the actual situation of club management, the power of the majority, leadership of the few, the right of the minority.

In literature, art and music the classroom challenge finds expression in dramatization, posing of pictures, instrumental and voice performances, pleasure reading, music appreciation, all of which provide a cultural use of leisure time.

In manual arts the challenge is found in the shop activity which leads to the discovery of special aptitudes and lays the foundation for vocational guidance.

In all of these there is no one special textbook, but the library functions as the basis for the information which is used in the classroom.

Therefore the specific aim is set up leading toward the ultimate aim which, when achieved, becomes the specific aim, leading out again to a new ultimate aim. "Education then is in life and for life. Its goal is internal in the process. Such a goal is the only one that fits a growing world. Continued growing is its essence and end." ("Education for a Changing Civilization," Kilpatrick, p. 134.)

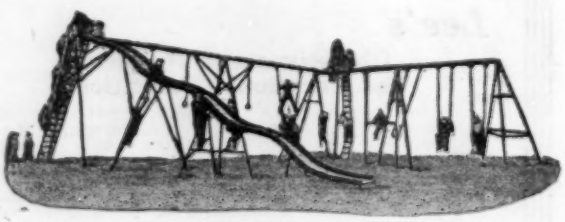
Thus in San Antonio we hold that experiences are the bases for education; that books are the means of interpreting these experiences; that through experiences attitudes are being formed, which later will make for a better understanding of citizenship, of emotions, and of industry.

Oakland Organizes Teacher Training in Service

By WILLARD E. GIVENS, Superintendent

THE Oakland public schools, recognizing the constant need of improvement of instruction, has organized a Department of Teacher Training in Service. Its function is to promote the welfare, the better adjustment, and the professional growth of the teaching personnel.

The department is in charge of a director who secures the counsel of the superintendents regarding policies and programs, confers with supervisors and principals with regard to teacher problems. The director visits teachers at their work, consults with principals, and holds such personal conferences as seem advisable for teacher



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betterment, adjustments, and increased satisfaction and efficiency in their work.

The Oakland public schools co-operate with five teacher-training institutions by furnishing the field in which students preparing to teach may conduct their beginning work or practice teaching, under the observation and advice of skilled teachers and supervisors. More than three hundred student teachers are given practical teaching experience in the schools each semester. With the exception of a few individuals scattered through the system, student teachers do their work in schools in which a special organization has been set up for that purpose, and where especially competent teachers have been selected to supervise them.

Schools working under this arrangement have been unusually popular with patrons, and there have been waiting lists of those desiring admission because of the supervision furnished and good teaching assured. Student teachers while on duty are responsible to the Oakland public schools. Supervisors from teacher-training institutions assume no authority in the schools, but work diligently to help the student teachers in every way.

Under the California school law, teachers who are elected to teach in a school district are on probation for three years, after which they become permanent teachers. The Oakland public schools employ about 1,800 teachers, of whom approximately 200 are probationary teachers divided into three classes: (1) *New inexperienced;* (2) *new experienced;* and (3) *others on legal* probation, these having been in the school department less than three years.

New inexperienced teachers are brought into Oakland each year to the extent of not to exceed one-half of the additional positions for any given year. Much time is given to these new inexperienced teachers by all school administrators and supervisors, so that these inexperienced teachers will develop into the type of teachers who can measure up to the standards held by the Oakland teaching profession. The director of teacher training considers the new inexperienced teacher his first responsibility.

The *new experienced teachers* brought into Oakland each year are selected according to the Oakland preferred list plan whereby we secure the best teachers obtainable. Realizing that an adjustment to a position in a new school system has its difficulties, the director of teacher training helps these people to get adjusted to their new positions and become acquainted with the rules which are to be observed, reports which are to be made out, problems of discipline which are to be mastered, and courses of study with which they must be familiar.

Oakland public schools have approximately 8 per cent. of their teaching staff on legal probation in addition to the teachers new to the system each year. These teachers have been in the system less than three years and are quite equally divided between the secondary and elementary schools.

The director of teacher training works with the principals and supervisors and with these teachers, directly aiming to give them the necessary guidance and help which will enable them during the three years of probation to measure up fully with the teaching standards of the Oakland public schools and thus enable them to be elected as permanent teachers at the end of the three-year probationary period.

The permanent teachers in Oakland are classified into three groups: (1) Those that are outstanding; (2) those wholly satisfactory; and (3) those needing special help. The group of *outstanding teachers* are rendering valuable help to the youth of our city due to their excellent teaching service. Many of these teachers are active in curriculum development, have traveled, read, and studied, some have contributed worthwhile articles to the literature of education, and some are the authors of important school books. About 20 per cent. of our permanent teachers are classed as outstanding.

The *wholly satisfactory teachers* comprise the vast majority of our teachers. They have widely used every opportunity for professional growth. These teachers are all growing professionally, and many of them each year make places for themselves among the group of outstanding teachers. Approximately 70 per cent. of the permanent teachers are wholly satisfactory.

Permanent teachers needing special help are usually lacking in some qualification necessary for most effective work. In such cases the director of teacher training, through the principals concerned, assists in discovering and remedying, when possible, all obstacles in the way of the best and finest service to Oakland's children.

Oklahoma Citizens Demonstrate Faith in Education

By J. R. BARTON, Superintendent

THE majorities by which in their school levy and bond elections the people of Oklahoma City have expressed their faith in education are outstanding among the records of American cities.

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The constitution of Oklahoma requires that school levies in excess of five mills must be submitted to a vote of the people each year. The constitution further prohibits a school levy for current expenses in excess of fifteen mills.

In 1926 the vote for the constitutional levy limit of fifteen mills showed a majority of thirty-one favorable votes for each one negative vote. In 1927 the majority for the legal limit levy was 33 to 1. In the fall of 1927 a school bond issue of $1,700,000 was approved by a majority of 8 affirmative votes to each one negative. In 1928 the current levy of fifteen mills was approved by the tremendous majority of 48 affirmative votes to one negative. In December, 1929, a school bond issue for $3,150,000 was approved by a vote of 9 to 1.

Oklahoma City has voted this support of its schools because of the good will promoted in advance of these crises by the unusual interest of newspapers in keeping the public informed of school policies, and because of the good will of Parent-Teacher Association, Chamber of Commerce, Civic Clubs, and churches. The pupils, teachers, and staff strive to conduct the schools on a basis which merits the confidence of the public.

SOCIAL SCIENCE COURSES OF STUDY

In the field of social science Oklahoma City has made a contribution to curriculum construction which has been acknowledged by the leaders in curriculum construction to be of major importance. The outstanding contribution of the social science course of Oklahoma City is the emphasis which it places upon the activities in which boys and girls from the kindergarten through the junior high school course can partake which will develop in them habits of good citizenship.

The Oklahoma City public schools are dedicated to the proposition that practicing good citizenship today is infinitely more important for boys and girls than learning about being good citizens tomorrow.

PROFESSIONAL STANDARDS IN THE OKLAHOMA CITY SCHOOLS

The minimum requirement of all teachers is graduation from a four-year standard college course with the requisite professional training and experience. State certificates are required. A summer of professional study at a regular session of a standard college or university is required once every three years. The equivalent in foreign travel and study is recognized. The minimum salary is $1,200 with fifteen annual $100 increments to a maximum of $2,700 for classroom teachers. Principals' salaries range to a maximum of $6,000. Oklahoma City was one of the first to adopt a single-salary schedule which has been strictly observed, with equal salaries throughout the grades and high schools.

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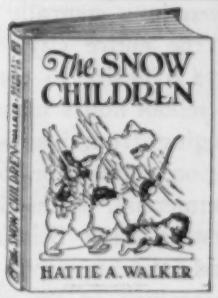

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VOCATIONAL, INDUSTRIAL ARTS, SPECIAL CLASS, PART TIME, AND ADULT EDUCATION

The Oklahoma City school system accepts the thesis of Dr. Thomas H. Briggs: "It is the first duty of the school to teach its pupils to perform better the desirable activities which they are apt to perform any way, and to reveal to them higher types of activity." Every effort is made to guide a pupil through his educational courses into the vocation for which he is best fitted. Opportunity is given in the junior high schools for finding and broadening courses in fine arts, industrial arts, languages, commercial courses, home making, home craft. Advanced courses in the same subjects are

given in senior high schools. Opportunities for technical, trade, and industrial specialization are given in a centrally located high school to pupils of the entire city. For adults and minors who have a desire to continue their education outside of school hours night school classes are conducted, ranging from English, citizenship, and Americanization courses for foreigners through the academic, commercial, industrial, and technical courses at Central High School in which over three thousand students enroll annually. Special classes are maintained in the elementary, junior and senior high schools for sub-normal or retarded pupils. During the daytime mothercraft classes are conducted for adults in the various schools. Part-time classes are conducted at all junior and senior high schools for employed boys and girls.

NEWSPAPER CO-OPERATION

Newspapers generally are interested from a community point of view in six of the seven cardinal objectives in education, for the promotion of community welfare along the lines of (1) better health, (2) better citizenship, (3) higher vocational and industrial efficiency, (4) the improvement of homes and home life, (5) the promotion of high ethical standards, and (6) the beneficial use of leisure time.

In Oklahoma City the newspapers have co-operated to an unusual extent in aiding the schools in the seventh objective—the matter of the fundamental processes and the tool subjects. Aside from an unusual interest and co-operation in interpreting the schools and school policies to the public along all lines, stressing especially the fundamental subjects, the papers have conducted contests extending over a period of weeks in which the fundamental subject matter was presented to their readers as it was being taught in the schools. These contests with generous financial returns to the schools for excellence of achievement were conducted at various times in spelling, English, arithmetic, and history. These prize funds were expended for original art canvases, etchings, and reproductions of masterpieces to beautify the buildings.

Summarizing, the outstanding strength of the schools of Oklahoma City is the generous support and active interest of the public in the welfare of boys and girls.

Seattle Adjusts Spending Program

By THOMAS R. COLE, Superintendent

THE following two items give the accomplishments in the Seattle school system that have been somewhat outstanding:—

First, financial readjustment of expenditures:—

"*Distribution of the School Dollar*—The percentage of the dollar expended for school purposes in 1922 as compared with 1929 was as follows:—

	1922	1929
Administration	3.46%	3.00%
Instruction	68.41	72.68
Operation of School Plant	11.37	9.69
Maintenance School Plant	4.36	4.23
Miscellaneous Expense	3.37	2.57
Interest	9.03	7.83

"It will be noted that a decided increase in the expenditure of the school dollar has been apportioned to instruction. This has meant, with the same total expenditure, more teachers and better equipment for the children to be served. In fact, if this better distribution had not been effected the schools would have cost the taxpayer nearly a quarter of a million dollars more each year.

"The schools have increased in attendance more than 25 per cent. during this eight-year period while the expenditure for administration has decreased 13 per cent."

Second, professional work of the corps:—

"The professional work done by the principals and teachers of Seattle has been one of our outstanding accomplishments. The work and methods employed in the schools have won much recognition.

"As a means of improving the instruction a demonstration school was established in 1927. This school has been visited extensively not only by Seattle teachers but also by teachers from this and adjoining states. There were 171 out-of-town visitors at the demonstration school last year.

"Professional courses are being offered each semester for the Seattle teachers. More than 700 teachers voluntarily registered for these courses last year.

"Sabbatical leave for teachers.

"The meeting of the National Education Association in Seattle in 1927 was a noteworthy event. Thirteen thousand teachers came from all parts of the United States and adjoining countries, and it is safe to say that no other convention did more to advertise Seattle favorably. It was a distinct recognition of the Seattle schools that this national meeting came to the far Northwest."

Baltimore Has Numerous Activities

By DAVID E. WEGLEIN, Superintendent

THE following is a brief summary of some of the activities of Baltimore schools in recent years: —

1. Professional growth of teachers has been stimulated by the adoption of a salary schedule, which provides for annual increments in salary for a period of five or six years after initial appointment, and then for additional annual incre-

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ments for a period of four or five years, the latter increases being dependent not only upon efficient classroom work, but professional growth as evidenced by the completion each year of two approved courses of collegiate grade. These courses must be of such a nature as will benefit the individual in the particular work in which he is engaged.

2. The professional growth of principals has been stimulated by regular meetings at which strictly professional topics have been discussed. There is one meeting each month, consisting of all the principals, supervisors, directors, and superintendents. Each month there is another meeting in which the principals are divided up according to the type of school represented; for example: The elementary principals meet in one group, and the senior and junior high school principals meet in another group. The programs for all these meetings are carefully arranged, and the subjects considered are of a strictly professional nature. Routine administrative matters are reduced to a minimum. Invited speakers deliver addresses upon topics bearing directly upon the professional work of those included in the meeting.

3. The articulation of senior and junior high schools has been gradually improved by the monthly conference of all the principals of these two types of schools.

4. New courses of study in practically all subjects taught in the elementary, junior high, and senior high schools have been prepared by committees consisting of classroom teachers, vice-principals, principals and supervisors.

5. After-school demonstration classes have been held for teachers of the several grades in the elementary schools. These classes afford an opportunity for the teachers of each grade to witness expert teaching exemplifying the new courses of study. Each classroom demonstration is followed by a discussion led by one of the elementary school supervisors.

6. A large number of experimental classes has been provided in schools throughout the city. In these classes, as the name indicates, various modifications of the courses of study are tried under specially selected teachers. These experiments enable the school system to test out in a careful manner any new modification of the course of study that is under consideration.

7. A city-wide survey testing program has been carried out for several years. These survey tests are held at the beginning of each semester and cover fundamental subjects, such as reading, geography, handwriting, etc. By giving these tests at the beginning of the semester the results are available to the classroom teacher, principal, and supervisor, so that remedial measures may be

carried out during the rest of the semester. The Bureau of Research makes a study of the city-wide results, and presents a report to the Board of Superintendents, so that the whole program may be studied from a city-wide point of view.

The above are a few of the more important accomplishments. It is, of course, impossible to give within the limits of a brief article any extended list or discussion.

San Francisco's Four Greatest Activities

By J. M. GWINN, Superintendent

REALIZING the importance of curriculum building as a continuous process, the necessary machinery and personnel have been provided and curriculum building has been under way for the past several years. The main direction of the work is given to a deputy superintendent who is assisted by committees of teachers and always with the services of a consulting expert. For the past four years Dr. William M. Proctor, of Stanford University, has been in the employ of the Board of Education as a consulting expert on curriculum. The facilities of the Department of Educational Research and Service are at all times available on curriculum problems. At this time the following work is under way:—

Junior high school curriculum group classification in English,

Junior high school foreign language curriculum.

Curriculum for the entire school system on health and physical education.

Curriculum needs in a junior college.

Counseling and Guidance Service.

Curriculum for the deaf and hard-of-hearing children.

The most recent printed courses issued under the direction of the curriculum department are:—

The science course and the art course for grades four, five and six of the elementary schools.

The matter of salary schedules for teachers was referred by the Board of Education about eighteen months ago to a citizens' committee appointed by the Board of Education, and consisting of five citizens of San Francisco, who were considered well qualified for directing a study and making a report on salary schedules. The Board of Education supplied the funds necessary to secure expert service. The committee has held over one hundred meetings and has submitted, December, 1929, its final report in printed form covering 102 pages.

The report recommends that salary increases be extended over a period of twenty years instead of twelve as at present, and that individual increases in the fourth, seventh, eleventh, and eighteenth years of service be made upon presentation of satisfactory evidence of growth and efficiency. In all other years from the fifth to the twentieth salary increases are automatic. The proposed schedule for senior high school teachers starts at $2,004 for the first year of service, continues unchanged for three years of probationary service, and then advances at approximately $100 a year to $4,056 in the twentieth year. The junior high school schedule on a similar plan begins at $1,800 and advances to $3,600. The elementary schedule begins at $1,500 with a maximum of $3,072.

The report is now being studied. Final action will be taken by the Board of Education by the time that the budget for the year beginning July 1, 1930, is made.

The Department of Educational Research and Service requires the full-time service of six trained experts in addition to the necessary clerical help. During the past year the department has concerned itself in part with the following problems:—

1. Pupil progress through the grades as shown by age-grade distribution.
2. Teacher load and size of classes of junior and senior high schools.
3. Size of high school classrooms.
4. Study of education for the deaf, and education for delinquent boys.
5. Methods of reduction of retardation.
6. Junior high school achievement.
7. Better grouping of pupils for instructional purposes.
8. Standards for selection of elementary principals.
9. Problems concerned with school building planning and equipment.
10. Problems concerned with anticipation of school housing needs.
11. Revision of pupil report cards.

School building construction is also a continuous process. The Board of Education is now operating on a pay-as-you-go-plan. Between two and three million dollars annually are required for new buildings because of expansion and new buildings for replacement and for repairs. Two elementary school buildings have just been completed and occupied for the first time in January, 1930. Two additions to senior high schools, including gymnasiums and other facilities, have just been completed and put into use. There are now under construction two junior high schools, an addition to a junior high school, and an addition to the school for crippled children. Architects are at work on the plans and specifications for two additional junior high schools and for one senior high school.

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The Meaning of the Program

(Continued from Page 182)

In addition to the general sessions three series of discussion meetings are planned for the afternoons of Monday, Tuesday, and Wednesday of the convention week. Each afternoon the Department will meet in eight or nine sections, depending either upon size of city or upon the topic which is to be considered.

The closing session of the convention is the grand concert of the National High School orchestra on Thursday afternoon. This orchestra, made up of high school boys and girls from all over the United States, made a great impression at the Dallas convention. Since that time the orchestra has had the opportunity of securing additional training through the agency of summer camps, which have been conducted at Interlochen, Michigan, for the last two summers. The Atlantic City concert will be something to be remembered by everyone who is so fortunate as to be able to attend it.

As far as the president of the Department can control the situation, there will be speakers and not readers. Every person who has been invited to speak on the program has had it impressed upon him that the audience is there to hear a man talk and not to hear him demonstrate his oral reading ability. There will be considerable opportunity for discussion, particularly in the smaller sections. I look forward to a convention which will be enjoyable both for its sessions and for its recesses.

The Second Fiddle

By DOUGLAS MALLOCH

I like the little fellows who don't count for very much;
It isn't from the 'cellos that you get the finer touch;
The roaring of the basses and the rattle of the traps
May have their proper places in the harmony, perhaps;
But down there in the middle, inconspicuously there,
Is the little second fiddle that is carrying the air.

The crashing of the cymbal shakes the ceiling with its "Blam!"
The piccolo is nimble; "Boom!" you hear the drummer slam;
The trombone slides and screeches; "Tut, tut, tut," the proud cornet
Just a little higher reaches than it's ever tutted yet;
The main High Diddle Diddle runs his fingers through his hair—
But the little second fiddle still is carrying the air.

We talk about the bosses with a big and busy brain,
Making profits, taking losses—but the boss would boss in vain
If he didn't have assistance, some one handy he could trust;
He would never go the distance, and the company would bust.
Here's the secret of the riddle of success ev'rywhere—
There's some little second fiddle that is carrying the air!

—Trained Men.

"We must consider Radio Education professionally!"

THE innings of the practical teacher have come.

We shall hear a lot of vivid discussion at the N. E. A. Convention about RADIO, but the problem is fundamentally simple: "How are we to make radio WORK as a profitable part of the teaching job, as that job is at present constituted?"

No commercial organization can hand down a solution: the question must be answered in the classroom itself—on the basis of *previous experience* and actual educational needs.

Victor is uniquely educationally-minded. Victor's work today is founded on 19 years intimate co-operation in the American schools. It is on the basis of the tested technique of PREPARATION, PARTICIPATION and PERMANENCE that Victor now offers the teacher the great new Victor Radio-Electrola. Only with this instrument *and the great list of Victor educational records,* can RADIO come into its own in the schoolroom service.

Victor has played a primary part in the development of music education for two decades. Victor Educational recordings are authoritative. Victor accepts its responsibility in the task of the sound, practical development of the great new educational medium of radio.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Lifting the Mist

Not long ago a man found an old violin in his attic. The neck was broken and, of course, the strings had long rotted away. The dust of years dimmed the golden brown body. It was clean-up week, and the man threw the once melodious instrument onto the refuse pile before his door. A thousand people passed the old violin without so much as looking at it. Towards evening, however, a little, old, bent workman from a nearby piano factory spied it. He lifted it from the refuse that partly covered it and brushed off the dust. He turned it over to the light and peered in through the hole between the bridge at a discolored label. For a second he stood as though turned to stone, then he gasped and, putting on a pair of glasses, peered once again, but more intently, at the faded label.

"Stradivarius!" he muttered. "Priceless! What a find!"

It happened that the old man was as honest as he was wise. He collected the parts of the precious violin under his arm and then knocked at the man's door.

"Did you throw this away?" he asked.

"Yes," said the man. "Take it along if you want it."

"But it is a Stradivarius," cried the old man eagerly.

"Strad—what?" asked the householder.

"Stradivarius!" repeated the old man.

"All right! All right! Maybe it is," laughed the other. "It's no good to me. "Take it with you and good luck!"

A week later the old man returned.

"That violin you gave me," he said, "was a Stradivarius. I sold it for fifteen thousand dollars. Here is one third the money. I wouldn't feel just right if I took advantage of your ignorance. I hope you are satisfied."

Of course the householder said he was satisfied, but he and his wife have bewailed ever since the great cost of ignorance. Because they had not recognized the master's mark they had lost a precious possession.

I wonder if this failure to recognize the mark of the Master is not costing all of us serious losses—I mean, of course, spiritual losses. What a wonderful true-toned instrument justice is, and how noble and heart-touching are the vibrating strings of charity. How gleaming and beautiful and low-toned is kindliness; what a merry laughter runs out to greet us from the instrument of joy. Within each, gleaming to catch the eye, as though burning with an inner sun, glows goldenly the mark of the Master.

Elbert Hubbard on Cigarettes

Elbert Hubbard was a very close observer of men. He was also an employer. On one occasion he made a very striking and significant statement about cigarette smokers. I am giving it below in the hope that some young person who is on the verge of becoming a slave to this pernicious drug may draw back and examine just what sort of a servitude he is preparing for himself. Elbert Hubbard said:—

"As a close observer of men and as an employer of labor for over twenty-five years, I give you this: Never advance the pay of a cigarette smoker—never promote him—never depend upon him to carry a roll to Gomez, unless you do not care for Gomez and are willing to lose the roll.

"I say do not promote the cigarette smoker, for the time will surely come when you will rue the day you ever placed him in a position where he can plague you by doing those things which he ought not, and by leaving undone those things he should have done.

"If you have cigarettists on your payroll who are doing good work, do not discharge them. Simply keep them as long as they are a profit to you, and when you find they become a care, gently lay them off, and say you will send for them when you need them.

"And then never send for them."

The last sentence is a little heartless, I admit, but why should a business man pay good money to a boy who insists on hobbling about with a ball on his foot, or with one hand manacled behind his back, or one eye covered, or a pad over one ear, or a deadening cigarette sticking out of his mouth.

Wherever you see a cigarette smoker you see a sign of slavery. The spirit behind the smoke is weaving a net of failure about itself just as surely as can be.

A Creed of the Spirit

Do we believe in the existence of the spirit or do we not? I think most people do. I think most people feel within themselves some mighty uplifting power that for the space of a longer or shorter lifetime is able to hold off the dead weight of the earth about them, giving sight to their eyes, sound to their ears, motion to their feet, speech to their tongue and consciousness to their intellect, in a world where all things tend to fall down and grow silent and resolve themselves into dust.

If we believe in the spirit, then we must rank it first in the long list of treasures we possess, and ranking it first we must try to understand it and beautify it and strengthen it even more earnestly than we try to understand and strengthen our bodies, our manners, or our minds. Creeds have been written for all of these, but so far as I know, there is no creed covering man's belief in his spiritual value.

I now suggest such a creed. Examine it! Criticise it! Make it better and stronger! Let it become,

Humane Education Lesson Cards for Schools

An attractive set of eight cards 9½ by 12 inches, printed in clear type on good stock which will bear handling, have now been prepared for use in schools. The pictures are from original photographs, the lesson material covers all our domestic animals. An attractive music card, words and music "Our Native Land," completes the set which may be obtained for 35 cents, post paid, by addressing,

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in its final form, an inspiring element in your daily growth.

The Creed of the Spirit.

I believe in the existence of my spirit, its beauty, its radiance, its importance to me and to the world and to God. I believe my spirit has come forth out of the unknowable wisdom of the Father, created for a purpose and endowed with knowledge and power to make for itself eyes and ears and hands, and all other useful tools to fulfill that purpose.

I believe my spirit has been raised up into consciousness through the gift of an understanding intellect and given a free will at whose command the tools become living agents in the service of the Father.

I believe in the spirit of my neighbor. I will try to understand and appreciate its radiance and see it shining through the earthly form that covers it.

I believe my spirit grows through service, and that I must give due care to my body and my mind that my service may be greater because of my greater strength and wisdom. I believe that the things of the spirit are of more importance than the things of the flesh and, therefore, dedicate myself to its service in unselfishness, in tolerance, in joy and in love that through my efforts there may be a growth of the blessings of peace among all men.

Crawling Out of One's Skin

I suppose you are wondering at the title of this chat. Well, it is possible and sometimes very beneficial to crawl out of one's skin, especially if the old skin is rather ugly and covered with hairy prejudices and rather snake-like, and tending to keep one down on one's stomach in the mud.

I imagine under these conditions a person would welcome a chance to crawl out of one's skin, especially if the reward for the effort were a pair of glistening golden wings; wings so beautiful that the morning sun glories in them and the very air through which they flash seems to feel the radiance of the life in them. Now, I once saw a fellow go through this very experience. When I first saw him he was the ugliest, worst-looking specimen I ever laid my eyes on. He was cruel and grasping; he delighted in seizing innocent bystanders and torturing them; he was shunned and dreaded by all about him, and really and truly, he crawled on his stomach just like the detestable worm that he was. But something happened inside of him. Under the cruel, ugly mask he wore there was a spirit that yearned for beauty, and one day this spirit broke through and took possession and guided him up out of the mud and caused him to crawl out of his skin and spread gorgeous wings and fly away, a new and wonderful creature under the morning sun.

After he had gone I took his old ugly skin and carried it home and put it up where I could see it now and then. I said to myself: "If this ugly chap can do a thing like that, I can do something of the same sort myself. I can crawl out of my old skin, too; I can get up out of the mud and leave all my hatreds and prejudices behind me and spread wings under God's pure sunshine and in God's pure air and be free as the Father wants me to be free."

Now girls and boys, I know you think I have been telling you a fairy story, but I haven't. I have been telling you the truth. I saw this ugly fellow crawl out of his skin and I have his skin to prove it—who was he? Well, now, that is rather an awkward question, but I'll answer it. He is known in the Pima Indian language as Vahah-kee-muh-Lee, the dragon fly.

From a Dry Garden

This last summer my wife and I found ourselves, one hot noontime, in the Bad Lands of South Dakota. We were in a region where a blazing sun poured down its stifling heat from an unclouded sky on a rainless land where even the vegetation had grown harsh and ugly and thorn-covered in its efforts to maintain life.

As we drove along we came at last to a little farm sprawled out along a ravine through which, at some distant date, water had flowed.. That day there was no water, only a dry, snake-like bed whose pebbles shone hot and glistening in the sun. A rambling, broken fence ran along beside us, leading down to a little house, before which flowered the only blossoms we had seen all that day. Among the flowers was an aged woman going here and there with a hoe, loosening the hot earth about the roots. The sight of the beauty of this garden in the middle of the desert so pleased us that we stopped and talked with the old woman.

(Continued on Page 216.)

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EDUCATION IN ACTION

Science and Classics Competition Deplored

"There have been found substitutes —in the proper sense of the word—for a great many things," asserts Ralph V. D. Magoffin, professor and head, department of classics, New York University. "There has never yet been found a substitute for knowledge at first hand," he continued. "A monopoly that kills competition and a competition that thwarts co-operation have long since been recognized as great enemies to real progress, in government, in business, in education. And the most important of these is education. Anything else than a well defined but diversified unity of education will undermine any government. The subjects of education nowadays are found aligned in two groups, the sciences and the humanities. The first in general tends to make people work their hands, the latter tends to make them work their heads. But if either science or the humanities refuses to take advantage of all its functional opportunities, down it will go. Competition in education has to give way to co-operation."

New City School Built Every 13 Days

A new school building every thirteen days, on the average—that is the record of the Board of Education of New York City for the last decade, according to figures made public by George J. Ryan, president of the board. Counting the schools now under construction, the stupendous building program of the post-war period called for an outlay in excess of $250,000,000, and managed to supply more than 350,000 new sittings to take care of the increase in the city's school population. The ten-year program, planned piecemeal as the schools were becoming more and more crowded, and shiftings of population created a demand for many new schools in outlying districts, produced 289 buildings, the majority being erected where they were most needed —that is, in Queens, Brooklyn and the Bronx. In addition, thirteen new buildings opened the first day of the new semester in February. They will add 14,000 to the city's public school sittings. Altogether, there has been since 1920 an expenditure of $263,920,000 on school construction.

Teacher Chosen For Hoover School

Miss Christine Vest, of Yosemite, Ky., a 1929 graduate of Berea College, has been chosen as the teacher to be in charge of the school for mountain children, to be established near President Hoover's camp in Virginia. The school was established through the efforts of the President and Mrs. Hoover, and President Hoover requested President Hutchins, of Berea College, to recommend a teacher. Miss Vest, who has been teaching in the fifth and sixth grades of Berea Training School, recently discussed the new work with Mrs. Hoover, and is to make final arrangements with her in a conference in Washington.

Students Learn How To Make Ice Cream

Thirty-two students from ten eastern states and the District of Columbia have completed the short course in ice cream making at the Pennsylvania State College, Professor C. D. Dahle, in charge of dairy manufacturing, announced. Pennsylvania was represented by twenty students. Out-of-state students enrolled in the course came from North Carolina, Vermont, New York, Delaware, Maryland, Virginia and New Jersey.

Criticism as Incentive To Selma Lagerlof

When Selma Lagerlof, Nobel Prize winner, and only woman member of the Swedish Academy, went to school, she was told by her teacher that she could not write Swedish properly. Overcome by the poor mark she had received for one of her compositions, she left the room and hid. She was found melting in tears and stamping

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her foot in anger. "I will show them," she cried, "that I can write Swedish as well as anybody." Today her work has been translated into 24 languages. Her masterpiece, "The Story of Goesta Berling," has been made into an opera, a stage and a motion picture play, and one of her most recent novels, "Charlotte Lowenskoeld," will soon be produced as talking film.

Farm Girl's Hens Provide College Education

When Martha May Smith, an Indiana farm girl, came to Taylor University, Upland, Indiana, she brought along a whole flock of 150 White Leghorn hens. They proved useful. Installed in a remodeled poultry house they are busily laying the "golden" eggs that are financing Martha May's education. This unique way of paying for an education was conceived when her father, Omer Smith, a Wayne County farmer, spied an abandoned poultry house in Upland. Why not help his seventeen-year-old daughter realize her musical ambitions by giving her some of his fine flock of 1,500 hens, since he couldn't give her sufficient money? The idea was tried and is proving successful. She cleared $80 in the first two months. This novel way of financing an education adapts itself to any college town, it is said, since there is always a demand for good fresh eggs at a good price. The job lasts throughout the college year, and may be discontinued during the summer.

School Boards Join Association

Members of twenty-one boards of education, representing the majority of towns, villages and cities in Erie County (N. Y.), exclusive of Buffalo, have formed a county association to elevate certain educational standards and to aid each other in solution of common problems. One of the chief objectives will be providing better educational facilities to the rural districts, also the elimination of the old one-teacher, one-room school, in favor of the centralized school, with its many more advantages and better trained instructors.

Veterans Going To Expression School

When the Pennsylvania Legionnaire tells his grandchildren of how the 28th division won the war, his tale will not be told in the very expressive English sometimes employed by members of the A. E. F. The "art of expression" is being taught to Philadelphia Legionnaires now. Under the auspices of the Board of Education local Legion Posts have sponsored a series of sixteen lectures, in which the hard-boiled "top kicker" will be taught the proper way to express himself.

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The BOOK TABLE

TRAINING SECONDARY SCHOOL TEACHERS. A Manual of Observation and Participation. By Alonzo F. Myers, director of Teacher Preparation, State of Connecticut, and Floyd E. Harshman, College of Education, Ohio University. American Education Series, George Drayton Strayer, general editor. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is a highly practical book for enabling a teacher or a group of student teachers to attain scientific skill in secondary school teaching achievement.

There are six definite units with thirty-five specific problems which a successful secondary school teacher must have solved. There is nothing vague in the purpose of problems, and no scattering of suggestions. Everything is carefully organized, the activities are clearly stated, and the results as accurately recorded.

ASSEMBLY SONGS AND CHORUSES FOR HIGH SCHOOLS. By Randall J. Condon, Helen S. Leavitt and Elbridge W. Newton. Cloth. 236 pages (7 by 10 inches). Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

School music is better equipped with its material than any other phase of public school work. Each new collection of songs has an improved personality. This latest product presents songs that make a strong appeal to the interest and normal moods of young people. There are songs of joy, reflection, courage, hope, and heroism; songs of fun, sport, and adventure: songs of sentiment, contemplation, and devotion. The keynote of the book is loyalty, optimism, and joy.

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This book will make music a possible force not only in the school, but also in the home and community, to stimulate an appreciation of American ideals and American institutions.

MODERN LYRIC POETRY. Selected and edited by Herbert Bates, Manual Training High School, Brooklyn. Cloth. Evanston, Illinois, New York, Philadelphia, San Francisco: Row, Peterson and Company.

This is a notable contribution to the creative verse by living writers of verse. There are 223 selections of Modern Lyric Poetry written by 120 writers of today.

Professor Bates in his Preface tells what the reader should know about this "anthology."

"The poems collected here have been chosen for a certain quality, a mingling of thought and music and word-color and individuality, characteristic of the time in which we live. Those for whose pleasure this book is especially intended are young readers of high school age, who may be led to explore the great world of poetry through appreciation of these poems of their own day.

"This book aims to bring together poems which high school boys and girls will understand without laborious study, poems of reflection and experience and imagination and aspiration that will appeal to young readers.

"Every poem chosen is sincerely poetical. Each has been written to express some bit of truth deeply felt. Each embodies in singing form some thought or experience or fancy that pressed upon the poet for utterance."

BILLY BOY ON THE FARM. By Alice Hanthorn, general supervisor, Elementary Schools, Cleveland. Illustrated by Vera Stout Norman. Cloth. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

One of the best achievements of the third decade of the century is drawing the line clearly between reading for literary culture and reading to learn through Supplementary Readers, for second and third grades, things that are so familiar that children fail to see the importance of distinguishing activities.

Another feature of "supplementary readers" which is being more appreciated than in the past is the fact that they must be easier to read, the paragraphs must have clearer unity of thought, the lesson must be complete.

"Billy Boy on the Farm," created in Cleveland, meets these two vital factors in supplementary readers for the second and third grades ideally. Life on the farm is as real as though they were seeing the things about which they are reading.

ANTON AND TRINI, CHILDREN OF THE ALPLAND. By Virginia Olcott. With Illustrations by Constance Whittemore. Cloth. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The author says Anton and Trini live where snow-capped mountains touch the clouds, where rushing waterfalls, tinkling cowbells, and sunny valleys make industrious Switzerland a place of beauty and song and summer flowers.

The twenty-five stories are illustrated in color so lifelike that the pictures really tell the stories. The stories of these two Swiss children are vivid accounts of real life such as the author actually saw in a recent summer in Alpland. It is written for the boys and girls of this country, who will really know how boys and girls live in that lovely country.

SHORT SCENES FROM SHAKESPEARE AND HOW TO ACT THEM. By Isobel McReynolds Gray, North Hollywood, California. New York: The Macmillan Company.

There is cause for high satisfaction that the dramatic demand of the day has created a genuine desire for Shakespeare, and even more satisfactory is the resolute purpose to make scenes from Shakespeare enjoyable.

It is a bit startling to have an author, even in the Hollywood high school of Los Angeles, say that as customarily handled in our schools and colleges it is impossible to enjoy the plays of Shakespeare.

She says: "Excellent as intellectual drills in character and plot analysis, or appreciation of language or style may be, the enjoyment to be derived by the ordinary student from such pursuits is limited. Far more highly to be valued than the intellectual appreciation of a work of art, are the emotional reactions which it inspires, since these have an immediate effect on conduct; and these emotional reactions, in the case of plays, are to be experienced only in playing or in seeing others

play. . . . His plays are not for the few, but for the many with whom we in the public schools are concerned and among whom most of us belong. They were made to be spoken, to be acted, not to be read."

It is refreshing to have such lofty sentiments put in practice for students today as they are in "Short Scenes From Shakespeare and How to Act Them."

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JUNGLE BEASTS AND MEN.
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Four Famous Jungle Books, By Dhan Gopal Makergi. Hari, the Jungle Lad, Illustrated by Morgan Stinemetz. Gay-Neck. Illustrated by Boris Artzybacheff. The Story of a Pigeon. The city of Calcutta is said to have two million pigeons. The Hindus have created several varieties of carriers, also tumblers, pouters and fantails. This book is a remarkable story of pigeon life, especially of the training of pigeons for war service. Kari, The Elephant. Illustrated by J. E. Allen. This is an interesting story of all phases of elephant life from babyhood through the various experiences of elephants. Jungle Beasts and Men. This covers the whole jungle field, but specializes on the man side of jungle life. New York: E. P. Dutton and Company.

HEALTH HEROES, EDWARD LIVINGSTON TRUDEAU. By Grace T. Hallock and C. E. Turner. 169 pages. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

In magnifying Pasteur and Jenner Europe was duly honored and the world fame made the story of their heroism universally welcomed. In putting Trudeau in the series of Health Heroes America comes to the front and makes an entirely different appeal from the records of Pasteur and Jenner. This book has a double purpose. It magnifies the achievement of a noble American and in so doing magnifies America as a land of achievement.

"COME TO ORDER!" Essentials of Parliamentary Practice. By Emma M. Wines and Marjory W. Card, both of Highland Park, Michigan, High School. Cloth. Garden City, New York: Doubleday, Doran and Company, Inc.

Skill in parliamentary practice is essential for any pupil above the sixth grade. No man or woman today knows when he will be called upon unceremoniously to preside at a club or extemporized meeting of a business or community affair.

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THE DEEPER MEANING OF PHYSICAL EDUCATION. By Dr. Eugen Matthias, University of Munich. Translated by Carl L. Schrader, Massachusetts Supervisor of Physical Education. Cloth. New York: A. S. Barnes and Company.

This translation of "The Deeper Meaning of Physical Education" has limitless possibilities in rescuing physical education from the undertow of sensational enthusiasts with more skill in propaganda than science or devotion to civilization.

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"No," said the negro, "two. Ma first and ma last."

And She Flew

"Mummy, can all angels fly?"

"Yes, darling."

"But the cook can't fly, and daddy calls her his little angel."

"No, but she will fly, dear."

Oh, No.

"You mustn't neglect your studies for athletics."

"That's what father says," replied the young man. "But father never gets up and cheers when he hears me quoting Latin the way he does when he sees me playing football."

And Nothing But

A kind gentleman had to dismiss his gardener for unfaithful service. He was too fond of sneaking out to The White Raven for a glass. Not wishing to harm him, however, the old gentleman wrote this note:—

"I wish to state that Blank has been in my employ over two years. In that time he got out of the garden more than any other man I have had."

Amazing But True

Irate Father — "I can see right through that chorus girl's intrigue."

Lovesick Son—"I know, dad, but they all dress that way nowadays."

Mathematical Matrimony

Ephraim—"What you all call it when a gal gits married three times —bigotry?"

Mose—"Lawsy, boy, you suttonly am a ignoramus. Why, when a gal gets married two times, dat am bigotry, when she tries it three times, dat am trigonometry."

Home Definitions

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Her Mother—"Yes, dear, and your father is the closest."

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Characters Chats

(Continued from Page 210.)

"Oh, yes," she said. "I have some water. You see every drop that falls on the roofs of the house or barns is caught and carried into three deep wells that have been dug under the house. Sometimes, in the spring, it rains real hard and then the wells fill and I know that I am going to have flowers and garden truck all through the summer. Would you like to see my bed of peas?"

Of course we wanted to see her peas, so we followed her around the house to a spot in the rear, where row after row of stunted pea vines covered the earth with a gentle mantle of green.

"I sell my peas," said the old lady, rather wistfully. "Would you like some?"

We said we would be delighted to buy two pecks, and inquired the price. "Would a dollar be too much?" asked the woman.

"A dollar," cried my wife. "Why, we pay that for one peck in Boston."

"But you see," answered the old lady, "we can't charge city prices here. We are glad to get fifty cents a peck."

Of course we paid Boston prices for those peas, and found them the sweetest, most tender peas we had ever eaten, but somehow the flavor and the sweetness were affected by the thought that they had grown and ripened only through the unfailing care of a little old woman who had watered each plant, by hand, from a precious store caught and held over from a long distant rain. I think that every dish of peas we shall ever eat will bring back to us the memory of that dry farm where love and industry and patience brought beautiful blossoming and fruitful things into existence in a world where a rainless sky burned over a parched and waterless land.

Announcement

Architect William B. Ittner, St. Louis, announces that his exhibit of school buildings, exteriors and interiors, compiled during the past five years, is now available as a traveling exhibit for educational conventions, clubs, parent-teacher meetings and groups interested in the promotion of efficiency, economy and beauty in schoolhouse planning and construction.

A field representative will accompany the exhibit, attend to the shipping, packing, arranging and hanging and remain in attendance as long as necessary. For particulars apply to William B. Ittner, Inc., Board of Education Building, St. Louis.

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